

CURRICULUM JOURNAL

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News Paragraphs

CURRICULUM REVISION IN NORTH CAROLINA. The enactment of a law to extend the public school system of North Carolina from eleven to twelve grades has resulted in the publication of a bulletin giving the broad outline of a full twelve-year program of study. It is chiefly the work of the Central Curriculum Committee of the Twelve-Year Program Study. Part I discusses certain administrative problems together with a statement of objectives, discussion of pupil progress, and guidance. Part II deals with various aspects of the curriculum for elementary and secondary schools. Suggestions are made about teaching procedures, emphasis being placed upon important aspects of teaching in the proposed twelve-year program. In the section outlining the course of study a long-term point of view is taken. It is hoped that each local administrative unit in the state will become more alert to the need for continuous curriculum study and revision. Additional bulletins on various phases of the school program will be issued periodically.



EDUCATING TEACHERS FOR THE MODERN SECONDARY CURRICULUM. Sponsored jointly by the Commission on Teacher Education and by Teachers College, Columbia University, twelve teachers and administrators are engaged in a study of the characteristics of the modern secondary school curriculum with a view to the develop-

ment of a program which will produce teachers equipped to work more effectively in the new-type secondary school curriculum. The General Education Board provided eight fellowships for this study: four for representatives of public school systems and four for representatives of liberal arts colleges and universities engaged in the education of secondary school teachers. Several faculty members from Teachers College, Columbia College, and Barnard College, all of Columbia University, are providing leadership and direction for the work. A report of the study will be published by the Commission on Teacher Education.



SURVEY OF TEACHING OF BIOLOGY. The Committee on the Teaching of Biology of the Union of American Biological Societies has recently published the results of a questionnaire study, including returns from about 3,000 teachers of biology. The purpose of the inquiry which includes fifty-nine items was to ascertain what high school biology teachers themselves think of their many problems.

A three-year science program for the junior high school is found in forty-three per cent of the schools reporting. Some of the curricular findings are: A census of all schools of the country would probably show a loss of a unit of biology in ten per cent of our high schools. Approximately 19.8 per cent of replies indicate that a biological subject—hygiene in sixty-one per cent of cases—has been transferred to the teacher of physical

education during the past five or ten years. Though many biology teachers teach soundly and effectively, there is a widespread tendency to teach biology not as science, but as a way to pleasing hobbies or as a series of practical technologies. The principle of organic evolution is taught to one or another extent by about fifty per cent of the teachers who replied to this questionnaire.

With regard to the training of biology teachers, the recommendations were: that the teachers want more subject-matter courses provided; that the content be selected with the needs of secondary school instruction in mind; and that they be relatively unspecialized; they suggest a need for better special methods courses — improved training in laboratory and demonstration techniques, courses in observation and practice teaching that really function, and training in techniques adapted to schools having little equipment and material.

The questionnaire was formulated and circulated by D. F. Miller of Ohio State University. The committee included the following: Oscar Riddle, Carnegie Institution of Washington, Chairman; E. V. Cowdry, Washington University; F. L. Fitzpatrick, Teachers College, Columbia University; H. B. Glass, Goucher College; B. C. Gruenberg, New York City; and E. W. Sinnott, Yale University.



PALO ALTO YOUTH COUNCIL. Under the leadership of J. Paul Leonard, Palo Alto has recently established a youth council, the purpose of which is to study and provide the programs which youth in Palo Alto requires to care for its health, schooling, recreation, and other needs. This body will

present a united front to deal with youth problems and to urge the community through joint action to care for the needs of all its youth. The Council includes representatives of special youth agencies, government or municipal agencies, and community groups sponsoring youth work. The program provides for a planning board whose duty it is to present to the Council problems and recommendations for consideration. Some problems with which the Council will concern itself are: study the street trades in order to eliminate the undesirable features; make a survey of the complete offerings to youth in this community; investigate the pulp magazine situation and make recommendations; arrange for supplying youth for service in Red Cross and defense; and others.



MEETING THE PRESENT EMERGENCY. The John Burroughs School, Clayton, Missouri, is continuing to emphasize and to give its pupils a better understanding of, and practical experience in, American ideals and values through the study of English, history, language, and the fine arts. Courses in mathematics, science, and practical arts are emphasized. In science such topics as radio electricity, internal combustion engines, conservation, communication, and the chemistry of plastics are being stressed.

Fifteen minutes of setting-up exercises are now given at the beginning of each period of physical education for the boys of Grades 9, 10, 11, and 12. A four-week course in boxing which commenced on February 23 was required of all boys in the four upper grades. A new course, Meteorology and Navigation, was approved and started February 3, with an enroll-

ment of sixteen senior boys. Such topics as weather, maps, radio, aerodynamics, aerial navigation, and marine navigation are included.

The teachers are encouraging all pupils to conserve materials and to take good care of their own and school property. A First-Aid Course for girls of Grades 11 and 12 was organized February 2. A Junior Red Cross unit has been organized by the ninth-grade girls. Eight senior girls give three and one-half hours each Saturday morning to volunteer hospital work at Barnes Hospital. Approximately \$200 worth of Defense Stamps are bought by the pupils each week. About fifty boys and girls will construct the school's quota of model aircraft for use of military forces and civilian defense.



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WAR POLICY FOR AMERICAN EDUCATION. The Educational Policies Commission in a pamphlet recently published, entitled *A War Policy for American Schools*, states that without abandoning essential services of the schools, appropriate war duties of the schools should be given absolute and immediate priority in time, attention, personnel, and funds over any and all other activities. The educational priorities listed by the Commission are as follows: training workers for war industries and services; producing goods and services needed for the war; conserving materials by prudent consumption and salvage; helping to raise funds to finance the war; increasing effective man power by correcting educational deficiencies; promoting health and physical efficiency; protecting school children and property against attack; protecting the ideals of democracy against war hazards;

teaching the issues, aims, and progress of the war and the peace; sustaining the morale of children and adults; and maintaining intelligent loyalty to American democracy.

The supply of competent teachers should be maintained. The Commission holds that greater federal support of elementary and secondary education should be provided. Education should be articulated with Selective Service and war industries, and educational agencies should make a special effort to render advisory service to all young people, in school and out of school alike, so that each youth may reach decisions which will ultimately result in the most efficient use of his activities to the nation's man power.

In counseling youth with reference to continuing their education efforts should be made to conserve superior intellectual and other abilities for national service in scientific research and leadership.

The Commission recommends that a reserve category of essential men to constitute approximately ten per cent of each age group from seventeen to nineteen, inclusive, be set up—certified by competent authority, perhaps the high school principal, as to health, intellectual promise, general ability, and other special characteristics. Special boards in each state would allocate these men as needed to the army or navy, to schools and colleges for further training, to officers' training corps, or for commissions. Federal funds should finance whatever further education is decided upon for these men.

It is doubtful whether high school students should register as individuals at the local defense volunteer offices. Schools should plan the war activities which they can carry on within the

school program and during the out-of-school hours available for school activities and register these projects at the local volunteer office.



STUDY OF WAR PROBLEMS. *What the War Means to Us* is a recent pamphlet published by the United States Office of Education. It contains suggestions on organizing and improving school-wide study and discussion of problems involved in winning the war and the peace. The purpose of the publication is to help young people to understand what this war means, how it was forced upon us, what is at stake, and what we want to win for ourselves and for the world.



THE INTER-AMERICAN DEMONSTRATION CENTER PROJECT. The Inter-American Demonstration Center Project is a responsibility of the United States Office of Education in cooperation with the Coordinator of Inter-American Affairs. The centers, about twenty-five in number, are scattered throughout the country from New York to California, and from Michigan to Texas. Their purpose is the development of a better understanding and a greater appreciation of the other American republics among children, young people, and adults. Centers were chosen primarily because they were already doing significant work in the study of the other American republics. In addition to an office coordinator and a project supervisor, the Office of Education has a staff of three field representatives who will work in close cooperation with the centers through a local coordinator. In addition, there will be special con-

sultants in fields such as music, art, social studies, and curriculum, who will be available to centers for short periods of time. Bess Goodykoontz, Assistant Commissioner, has general direction of the project. Working with her are the following staff members: Helen K. Mackintosh, Office Coordinator; William T. Melchior of Syracuse University, Supervisor; and as field representatives, Bertie Backus of the Washington, D. C., schools in the eastern area; Helen Heffernan of the California State Department in the western area; and L. S. Tireman of the University of New Mexico in the southern area.



COURSE OF STUDY REVISED. The courses of study of the Martins Ferry, Ohio, public schools have been revised within the past two years. The work has been done largely by a committee of teachers appointed by the superintendent of schools. The revision has been made around these general headings: aims of subject matter to be taught; the subject matter; suggestions in teaching methods; activities through which mastery is attained; attainments hoped for; and teacher references, including both professional and current publications.



SOCIAL STUDIES UNITS. From the Tacoma, Washington, schools comes a volume of units of work prepared by local teachers. This publication was an outgrowth of a continuous program of curriculum improvement carried on for several years under the direction of Roosevelt Basler, Director of Curriculum. As the teachers put into practice the social studies course of study produced in 1940, they kept

a record of their new experimental units and submitted them in writing to the Director of Curriculum. During the summer of 1941, a committee of three persons working in the University of Washington curriculum workshop selected, edited, and compiled the source book of suggestive units which was recently published under the title of *Social Studies Guide Units for Learning and Living*.



THE SERVICES OF OUR LIBRARIES. *Libraries*, the February issue of *Building America*, is a study of our libraries—public, private, and special—the services they render the nation, and their importance to our defense program. The history of the public library in America from earliest colonial days to the present is crisply written. The contributions to library science and service of such great librarians as John Cotton Dana and Melvil Dewey are given, and the growth and activity of the American Library Association are briefly traced. An entire section is devoted to the Library of Congress, and another section illustrates the various steps in the preparation of a library book for the shelves. The varied services of a large city library are described, as well as the community service of the small town library, and the importance of library extension work. Earlier studies in the current series include *Total Defense*, *Training for National Defense*, *America's Outposts*, *Our Minority Groups: I. The American Indians*. In preparation are *Citizenship in Our Democracy*, *Cotton*, and *America Singing*.

Individual issues can be obtained from *Building America*, 2 West Forty-Fifth Street, New York, N. Y., at thirty cents the copy.



BRIEF ITEMS. A course of study has been prepared to meet the needs of the children in the schools of Tulare County, California. It represents the cooperative efforts of a number of teachers and supervisors under the direction of Fred L. Trott, Director of Curriculum and General Supervisor, Tulare County Schools. * * * Gordon Mackenzie, University of Wisconsin, has been elected Executive Secretary of the Society for Curriculum Study, taking the place of J. Paul Leonard of Stanford University, who has held the position for two terms and whose office expired by constitutional provision. * * * *Education for Victory*, published on the first and fifteenth of each month, replaces *School Life*, official journal of the United States Office of Education for the duration of the war. * * * W. W. Charters, one of the founders of the contemporary curriculum movement, will retire as director of the Bureau of Educational Research at Ohio State University in August. * * * Superintendent Carroll D. Kearns reports that the Farrell, Pennsylvania, School District is working on a revision of the English and social studies program for Grades 1 to 12. * * * The Joliet, Illinois, public schools are engaged in a project in curriculum improvement under the guidance of a committee from the Department of Education of the University of Chicago.

Curriculum Development in Local School Systems

CAMPBELL, OHIO. Campbell, Ohio, is in the heart of the steel-producing area of Mahoning Valley. The schools enroll 1,100 high school and 1,700 elementary pupils. The 8-4 plan of organization is used. In addition to the usual elementary subjects, general shop and home economics are offered to both boys and girls in the seventh and eighth grades. Health and physical education classes are conducted by specially-trained teachers in the departmentalized upper elementary grades. As much emphasis as our limited shop facilities permit is placed upon vocational education in the high school. All boys are required to take a minimum of one year of shopwork and all girls a minimum of one year of home economics.

After a two-year study, a committee of English teachers recommended a program of studies which was adopted and put into practice this year. Emphasis is placed upon the ability of the pupil to speak, write, and read, rather than on technical phases of the language. Five units in English are required for graduation, which includes one unit of speech. A recorder is available for speech students. All pupils from the fourth grade are furnished with an up-to-date dictionary.

One factor which I feel contributes greatly to the implementation of any curriculum is trained teachers. One-half of our high school teachers have masters' degrees. Only ten per cent of the elementary teachers have two years of training. More than half have de-

grees. One-fourth are graduate degrees. The single salary schedule used here is undoubtedly responsible for this increased level of teaching training.

The curriculum in its broadest sense includes all phases of the pupil's school experiences. The better-trained teacher supervises and guides these experiences more expertly. Andrew S. Klinko, Superintendent of Schools.



CHELTONHAM TOWNSHIP, PENNSYLVANIA. Our recent work on the curriculum has been based on the belief that the schools should direct their efforts toward the development of physical and emotional health, economic competence, and social responsibility. In a literate world competency in the tools of learning is basic to economic competence and social understanding.

Consequently, we have set up in the elementary school a series of definite goals in the skill subjects. This means individual instruction. So far as possible we have objective measures for the attainment of these goals and each child progresses at his own rate. Regardless of the number of years he has been in school, he works at the level of his achievement.

The social studies are organized in integrated units of activity, to which half the school day is devoted. These units grow out of the interest of the pupils guided by the teacher. By means of charts a record is kept for the guidance of the teachers, so that by

the end of the sixth year there may be no serious gaps in the pupils' learning.

We have developed, too, a list of evidences used in judging the development of desirable character traits. This list is limited since we feel that concentration of effort on a few specific traits is better than "scattering the shot." We have been working on the problem of emotional adjustment, but are finding this a much more difficult problem than the more academic fields. Frank C. Ketler, Superintendent of Schools.



EUGENE, OREGON. The Eugene Public Schools have been working actively on curriculum improvement for several years. In the past four years teachers and administrators, working together, have prepared a few principles to direct their curriculum activities: (1) Each year provision shall be made for *improvement in all areas* of our curriculum. (2) *Leadership* is highly important and will be recognized and developed in all committee work. (3) Written summaries of important committee contributions will be prepared for all teachers. (4) Emphasis shall be placed upon a *twelve-year program* for our schools. Continuity shall be maintained from grades 1 through 12. (5) *Teacher growth in service* is one of our most important responsibilities. (6) All school workers need to have a better understanding of their *responsibilities* in our American Democracy and to our community. (7) General *teachers meetings* will be held to build morale, provide socialization, and to discuss general curriculum problems. (8) *Community education* and cooperation are vital parts of our educational program.

Improvement in all areas has been made possible by a carefully-planned committee program. Membership is usually for two years and on an alternating basis. Teacher choice of committee, planning, and activities are democratically conducted. The total teaching staff participates in committee work.

Leadership has developed rapidly from our main central curriculum committee and numerous subcommittees. Teachers are making fine contributions to state educational meetings and publications. The quality of our meetings is noteworthy.

Written summaries of meetings help teachers to think in terms of a twelve-year program. High school teachers familiarize themselves with elementary teaching procedures instead of "gripping" about the terrible job they are supposedly doing.

Last fall teachers were asked to return to school a full week before the opening date. A carefully-planned workshop enabled teachers to plan their work, arrange their living quarters, and really become acquainted with other teachers. Mornings were devoted to general meetings, followed by small study groups. In the afternoon teachers reported to their building for planning with their building principal. All meetings were evaluated by teachers. The results were most gratifying.

Community education has been successfully advanced through the Parent-Teacher Association organization. In addition to this, we provide a rich recreational program for adults. Woodworking shops, gymnasiums, and auditoriums are opened for recreation purposes with skilled and paid instructors. At report periods illustra-

tive pamphlets are sent to parents along with the report card. W. H. Dutton, General Supervisor of Instruction and Curriculum.



FLORAL PARK, NEW YORK. Sewanhaka Central High School is a comprehensive high school of about 3,000 students. Our curriculum offers practically every subject of interest to all types of boys and girls enrolled in grades 9-12. A complete program of vocational, technical, commercial, classical, academic, college entrance courses is offered.

Recently the Board of Education and administration built a new aviation building which is equipped with machines and classrooms for students and adults who wish to learn the various aviation trades. The building cost about \$70,000 and it contains machinery valued at \$150,000.

Courses in tearoom management and beauty culture have given the girls opportunities for employment in these fields. The girls have benefited from the purchase of a number of office machines of every type, training them for positions in cities like New York City and Brooklyn.

Our school attempts to discover the developmental and adjustment needs of its pupils. The curriculum is primarily concerned with experiences which are valuable to pupils at the time they experience them. Students have a large part in determining the content of the curriculum and the activities which constitute their school life.

Sewanhaka has a comprehensive community relations program, including particularly the defense and the citizens advisory committees. A Dads' Club has a membership of over 300. A Mothers' Committee chosen from

each home room assists the faculty in formulating policies and supporting school projects. There are also parent-teacher associations, forums, and adult education classes.

Sewanhaka has a great variety of special subject offerings. Several courses of junior college level are being offered for thirteenth-year pupils. These courses are offered in cooperation with merchants and professional men of the communities serving the school.

By means of a "Reading for Honors" program and other special projects many very capable pupils are allowed to progress in English and social studies according to their individual capacities. Thus a real attempt to challenge these students is made. The slow pupils are encouraged to complete activities which relate to the type of work in which each is interested. Emphasis is on the pupil and how to help him live a more effective and happier life, not on the subject matter. Ira Wilder, Director of Social Studies.



HILLSIDE, NEW JERSEY. In modifying curricula at Hillside High School we have attempted to organize both the business curriculum and the college preparatory curriculum for those who can profit by pursuing the courses. Ability to handle the work and an express desire to pursue a given curriculum are the bases for placement in these curricula.

For those of less mental ability we have a general curriculum and a general commercial curriculum. Neither of these is administered along hard and fast lines. We treat a pupil's curriculum as an individual, functional group of courses, best suited to his ability and purposes as conceived at a

given time and altered by guidance work or by circumstance.

We even permit the election of Stenography I or Bookkeeping I in the senior year of the college preparatory curriculum if the pupil arrives at a definite decision to enter business upon graduation. Typing is an elective in all curricula as are speech, industrial arts, home economics, music, and free-hand drawing.

Pupils in the college preparatory curriculum are urged to diversify their selection of subjects rather than load their programs with the study of more than one ancient or modern language other than English. Three years of bookkeeping is offered as an alternate to two of stenography and one of secretarial practice to commercial pupils, although one year of bookkeeping constitutes the basic requirement. Consumer education and so-called shop and home economics majors are included in the general curriculum. Wilbur H. Cox, Principal.



IRONWOOD, MICHIGAN. The hand-writing program in the elementary school has been revised and individualized. Definite standards of achievement have been set for each child and concrete instruction in attaining these standards is given. An attempt is made to make children writing-conscious at all times.

The primary teachers have worked out cooperatively courses of study in reading readiness, transition or non-reading groups, first, second, and third grade reading. The courses of study outline not only abilities to be gained in both the comprehension and study skills programs, but also effective methods of teaching. These courses of study are quite flexible and are changed

in the light of use. At present the reading program in the intermediate grades is being revised.

A survey of speech defects in all the elementary schools is well under way, and results from this survey will serve as a basis for planning a program of speech improvement. The teachers are studying problems of speech instruction at present and will outline a program of classroom instruction at a later date. Next year the plan is to open a speech clinic for those cases too serious to be treated by the classroom teacher.

American history as it is now taught in the high school includes the early background of the Latin-American countries and Canada as well as that of the United States. Rachel Graves, Elementary Supervisor.



GREENVILLE, MISSISSIPPI. For the past three years the Greenville schools have been studying and evaluating their program in order to bring about desirable learning situations on the part of the children and an understanding guidance on the part of the teachers.

Our point of view and aims have been formed, and are being put into practice, so that our activities in curriculum improvement show these definite trends.

1. More informal work, more flexible periods, greater variety of activities, better balance of units, wide use of material and physical plant.
2. More consideration to development of pupil's whole self—emotional, mental, and social nature. This is given in regard to his interests, needs, and abilities, and through a study of psychology, mental hygiene, and home visitation.

3. A gradual breaking away from grade levels, formal reports, and home study. Each pupil is taken at the level at which he is found and proceeds under guidance of teachers as far as he can go at his own rate.

4. A loosening and broadening of teachers' attitude to meet changing needs and to understand the child. This is brought about by greater willingness to work and experiment, and by continuous study, conference, discussion, summer workshops, visiting schools, and reading professional magazines and books.

5. Group growth through pupil participation and control: work in clubs, student council, classroom groups, play and community interests.

6. Improved environment in classrooms. This is due to use of excellent physical plant, community, and teachers' culture.

7. More satisfactory results in character development. This is done by continuous practice, behavior, study, and correction.

In all our activities our desire has been to see to it that each child shall have uninterrupted, whole growth which will give him emotional stability, mental awareness, social belonging, and satisfying happiness to face all experiences of life. Forrest W. Murphy, Superintendent.



IRONTON, OHIO. For the past few years we have devoted our efforts to the development of a vocational program in Ironton High School. Our home economics classes have been placed on a vocational basis under provisions of the Smith-Hughes and George-Deen Acts. As a result there has been increased interest and enrollment in our home economics department. We have rea-

son for feeling that this work is progressing very satisfactorily on the vocational basis. Our work in machine shop instruction has also been placed on a vocational basis. We have a two-year course open to juniors and seniors which has been in operation for the past three years. It is felt that with the work offered in the commercial department of the high school and the work of our vocational home economics and machine shop departments considerable progress has been made in meeting the vocational needs of our students. We hope to add more vocational work later.

Other curriculum changes of recent years include the extension of fundamental instruction in reading, spelling, and penmanship through grades seven and eight. Formal instruction in these subjects had previously been finished at the end of the sixth grade. Some progress is also being made in extending a certain amount of instruction in reading and spelling through grades nine, ten, eleven, and twelve, in connection with the work of English classes. John A. Miller, Superintendent.



ROCKVILLE CENTRE, NEW YORK. The most recent activities in our school in curriculum improvement have been in health, physical education, and social studies. Our physical education program, from the first to the twelfth grades, has been revised so as to include more formal exercises and "large muscle" activities, and to reduce the time of free play in the formal physical education period. Additional stress is placed upon remedial work for those who have defects which may be remedied by proper exercise.

Our health program has been extended to include oral and otological

is provided the vocational machine shop. Located on the second floor are two classrooms for seniors and the first floor contains the office of the commercial art teacher and the room for the economics class. The students come from all over the country and are taught by the vocational teachers.

recently we have been working on the fundamental subjects of spelling, grammar, arithmetic, and reading. In these subjects we have made considerable progress. Some extension has been made in the upper grades in English and in the study of English literature. The English teacher, Mrs. Mary E. Watson, has been teaching for many years and has done excellent work.

Our whole social studies curriculum, from the fourth grade up, has been in the process of revision and is still being revised in the upper grades. We have worked on one grade a year. It is our aim to have an integrated course, so developed that none of the essential features of geography, history, civics, or economics are omitted. We are also aiming to make this course of such a nature that it constitutes a continuous study from the fourth through the twelfth grades, the work of each grade being but one chapter in the whole study of the life of man and his environment. Floyd B. Watson, Superintendent.



YORK. The school has been well received and social studies in particular have been improved. The twelfth grade courses include music, drama, and the time management course. Physical education and health are also included. Stress is placed on the importance of physical exercise and the prevention of diseases. The school has a good library and a well equipped laboratory. The school has a good record in the field of sports and extracurricular activities.

SHAKER HEIGHTS, OHIO. Curriculum improvement in Shaker Heights involves two phases. The curriculum in use is subject to continuous revision with great leeway to the individual teacher. No prescribed courses of study interfere with this process of steady improvement. The curriculum is also subject to a long-range program of revision. The stages in the present cycle cover six years. In 1936-37 in a series of general teachers' meetings all major fields were presented at all grade levels. In 1937-38 three committees carried on careful studies of

(1) pupil needs as they see them, (2) needs of society, and (3) time allotments in the elementary school. In 1938-39, 220 parents and pupils joined with 180 teachers and principals in a series of conferences on the changing curriculum.

As a result of the work of the first three years of the present cycle, substantial agreement among pupils, parents, and teachers was reached as to the purposes of education in Shaker Heights. The second three years have been devoted to the implementation of these purposes. Here the professional staff has assumed the responsibility for developing detailed plans and procedures. In 1939-40 all teachers and principals shared in preparing a report entitled, *Meeting Educational Needs in the Shaker Heights Schools*. A thousand mimeographed copies were distributed in the community. Although this report was not a course of study, it served to define clearly the entire program of the schools at all age levels and in all major fields. In 1940-41 all teachers in the elementary schools and the department of English in the secondary schools prepared a report on the *Language Arts Program*.

In the same year a report on *Health Education* was prepared by the teachers of physical education and science. The high school faculty also prepared the report of the *Eight-Year Study* under the Progressive Education Association. In the current year the program of studies of the elementary schools has been revised and the program of studies of the junior and senior high schools is now being revised. Plans for a detailed report on the *Social Studies* have been postponed for one year as a result of the impact of the war. Probably both science and social

studies will be covered in reports next year.

We hope to maintain a flexible curriculum subject to continuous improvement. We do not intend to publish a prescribed course of study. Arthur K. Loomis, Superintendent of Schools.



LA GRANGE, ILLINOIS. The instructional program of the La Grange, Illinois, elementary schools is developed and interpreted through the cooperative efforts of all the members of the teaching staff. Since we feel that it is desirable to have all the schools in the district function under a common philosophy, a curriculum department has been set up whose major function is to coordinate the work in the schools of the district. This department is under the guidance of the curriculum coordinator who works in cooperation with the teachers, guidance counselor, principals, superintendent, and parents in developing and revising the curriculum of the schools. The practice of calling teachers together for the purpose of studying objectives, methods, and materials in an effort to improve our educational program is one of the important phases of the work.

The plan of procedure in our program of curriculum study as set up for this year is:

1. To continue the work of formulating a functional school philosophy;

2. To study the curriculum practices of other schools through research and visitation;

3. To revise the courses of study where there is a need felt for revision;

4. To develop a plan for reorganization of the junior high schools so as to bring about a more unified program;

5. To cooperate with the senior high school in curriculum planning;

6. To establish a curriculum laboratory and professional library in which materials for curriculum construction may be secured;

7. To set up a definite testing program in all schools and to adopt an individual cumulative record form for all pupils in the district;

8. To strive to improve the instructional practices and to unify the efforts of individual teachers of all grades;

9. To develop an efficient guidance system throughout the schools with special emphasis upon the home-room programs in the junior high schools, individual counseling, and the role of the classroom teachers;

10. To encourage the staff members to prepare written accounts of such effective schoolroom procedures as would be suitable for publication in local and metropolitan newspapers, educational periodicals, and books. Marjorie Blanchard, Curriculum Coordinator.



MEETING OF THE SOCIETY FOR CURRICULUM STUDY

By HUGH B. WOOD
University of Oregon

CURRICULUM LEADERSHIP for today and tomorrow was the dominant theme of the San Francisco meeting of the Society for Curriculum Study. According to the various speakers, those concerned with piloting the schools through these difficult days, and those ahead, face the greatest challenge yet presented in our hundred and sixty-five years of freedom. There was general agreement that the next few years would witness drastic curricular changes and that functional, child- and community-centered education would become a reality.

Professor George S. Counts of Teachers College set the stage for the meetings Saturday morning by reviewing the circumstances leading to the present crisis and by indicating some of the new curriculum emphases demanded by the world scene today. Doctor Counts began by pointing out that this is a *mortal war*—mortal for both nations and ideas—and therefore is an age of great decisions. The American people will never sense their peril until they realize fully that a great revolution has already swept the earth—a technological revolution. The advance of technocracy has made possible the orderly integration of free peoples and the achievement of material security for all.

We are fighting for great ideas—the rights of freemen. But the tragedy we face today is partly our own making, for a generation ago, after pouring out blood and treasure, we ran out on our responsibilities and opportunities. Later we scrambled madly for unearned dollars, only to reap in the 30's what we had sown in the 20's. Climaxing all of this was our

compromise with Nazism. Today we are paying fully for our folly.

Doctor Counts charged the schools with three responsibilities. "We must," he said, "give the young (1) an understanding of the great technological revolution that has swept over the earth, (2) a great and challenging conception of American life and destiny, and (3) a vision of a world order in which the American people can live as a free nation."

The remainder of the morning session was devoted to a discussion of problems in curriculum leadership. Dale Zeller of Kansas State Teachers College led with a plea for *democratic* leadership and for a closer coordination of supervision and curriculum improvement. She listed eight principles to be observed if these objectives are to be realized:

1. In all relationships the right of the individual to participate in formulating group purposes must be respected and provided for.
2. After group purposes have emerged, opportunities for group planning to carry out the purposes must be provided by the democratic leader.
3. Each member of the group may sometime be in the position of leader of a smaller group.
4. The supervisor or the curriculum director will not be violating democratic practice when he bases participation of the group in the execution of group purposes on competence.
5. The supervisor and the curriculum director should provide continuing opportunities for group purposing, planning, and evaluation of policies and procedures.
6. The teacher should determine when and what kind of help she needs in modifying her own program of instruction within the general framework the group has designed.
7. A democratic attack on the problems and issues involved in developing a curriculum implies voluntary participation.

8. The democratic leader is obligated to provide opportunities for developing a common philosophy of education through group discussion and conclusion.

Bess Goodykoontz, Assistant United States Commissioner of Education, discussed the problem of leadership in relation to the coordination of social agencies. Coordinating councils, she pointed out, are increasing in number and in effectiveness. The present emergency, with the impact of so many new agencies, is partially responsible for this.

Proper leadership in coordinating social agencies will result not only in getting things done better and more efficiently, but in the improvement of the various agencies as well. It should be understood, however, that coordination does not imply doing away with certain agencies; on the contrary, it implies getting more out of each agency than would otherwise be possible. Leadership, under such a concept, is a joint relationship—not a line-and-staff type. It is a shared responsibility in which the nature of the situation determines the type of ability or competence needed and hence the particular leader or leaders for the moment.

In conclusion, Miss Goodykoontz emphasized that coordination can be learned, and that many agencies are recognizing this for the first time. Commenting on this point, someone in the audience pointed out that the able school administrator could provide in-service training in democratic leadership and participation among the agencies of a coordinating council as effectively as among his teachers.

The third speaker on problems in curriculum leadership, Gilbert Wrenn of the University of Minnesota, discussed a democratic approach to the study of the child. He emphasized the

need for the study of the *whole* child through the clinical method. Any study should recognize the individual as an individual, but also in relationship to his fellow men.

Discussing the allocation of responsibility for studying the child, Doctor Wrenn asserted that it is stupid for curriculum workers to make studies of children; they should use the data collected by counseling experts. It is the task of the guidance worker and counselor to *provide* the data; it is the task of the curriculum worker to *use* the data.

The luncheon meeting featured a report from Dr. Paul Leonard of Stanford University on the activities of the Society, and a report from Dr. Alvin C. Eurich, also of Stanford University, on the Society's yearbook, *Evaluation of the Modern School*.

Doctor Eurich's report supported the growing conviction that the newer practices in our modern schools for the most part represent an advance in the right direction. Reading from the last chapter of *An Evaluation of the Modern School*, Doctor Eurich condemned the critics of modern education who say: (1) "I tried it and it doesn't work," (2) "I knew a boy who . . . , or (3) "Take it from me . . ." He said that the committee had demanded *concrete evidence* on which to base their conclusions, and that the collected evidence definitely contradicted many of the claims of the critics who based their criticism on subjective, and oftentimes prejudiced, opinions. The book promises to become a highlight of the entire convention of the American Association of School Administrators. (In passing, a vote of appreciation is due the St. Francis Hotel for one of the finest luncheons ever served the members

of the Society. A capacity crowd attended both the morning session and the luncheon.)

Four different topics were discussed in as many afternoon sessions.¹ "Growth and Development During Early Childhood" was presented by Helen Pryor of Stanford University and Maycie Southall of George Peabody College. Miss Pryor disagreed with the concept of the "average child," pointing out the great variation in the different characteristics of children. She then discussed the different periods of development and stressed the importance of developments during these periods on later life.

Miss Southall discussed the many types of materials now available for children of this age and indicated some of the sources from which they may be secured.

"Growth and Development During Early Adolescence" was discussed by Charles R. Spain of Alabama State Teachers College and Paul Leonard of Stanford University. Doctor Spain contradicted the concept that physiological changes occurring at adolescence necessarily cause "stress and strain." The cultural impact, however, constitutes a problem which emphasizes the need for social education which is broader than purely personal problems. Individual interests, abilities, and aptitudes need to be developed through a suitable program of guidance.

Paul Jacobson, Principal of the University of Chicago High School, and Kenneth Holland of the American Youth Commission, in the third open-

forum session, further developed the problem of providing work experiences for youth. Mr. Jacobson listed three types of work experiences: (1) with pay, (2) as service to the community, and (3) as service to one's organization (Boy Scouts). He stressed the need for careful administration of the work-experience program, and then told how some of the problems and handicaps might be overcome. In conclusion he emphasized the value of making work experience an integral part of the curriculum.

Mr. Holland made a plea for the continuation of the National Youth Administration and the Civilian Conservation Corps at any cost, stressing particularly their value in providing directed work experiences for many youth who would not otherwise be reached by the school program.

The discussion in the fourth forum session on the coordination of the school and governmental agencies serving youth also turned to the topic of work experiences for youth. Superintendent Curtis E. Warren of Santa Barbara expressed the doubt that local school units could find adequate work experiences economically profitable both to the individual and to society comparable to those provided by the Civilian Conservation Corps. He claimed that after the war the public schools would need to call on every agency possible for help in caring for out-of-school youth until they could be absorbed by industry.

G. L. Maxwell, Assistant Secretary of the Educational Policies Commission, pointed out that the Civilian Conservation Corps and National Youth Administration were originally established as work agencies, but that they gradually assumed educational functions which in some communities

¹Harold Bernard, University of Oregon; Virgil Smith, Seattle Public Schools; and Wilbur Dutton, Eugene Public Schools, assisted in collecting the material reported on the Saturday afternoon sessions.

were duplicating the efforts of the school. In this he visualized a possible decentralization of education to the hurt of all. He praised the work program of these agencies, but expressed the belief that the schools should sponsor a work-study program that would include the programs of the Civilian Conservation Corps and National Youth Administration until the student graduated. After this, other agencies might find work for youth until they are absorbed in industry.

On Monday morning, Dr. Frank Parr of Oregon State College led a round-table discussion of the problems of regional, state, and local curriculum programs. The first part of the session was devoted to reports from various sections of the country: Robert Koopman, Michigan; E. R. Sifert, Illinois; Clarence Argo, California; Paul Grim, work of the Inland Empire Curriculum Society; Hugh B. Wood, Oregon; Ralph Russell, Idaho; Edgar Draper, Washington; and Mildred English, Georgia.

Although many of the problems discussed by the various members of the round table were somewhat localized, certain ones appeared to be quite general. Among these were: (1) the preparation of materials to aid teachers in improving their classroom work, (2) providing consultant service to aid teachers and administrators in curriculum improvement, (3) applying democratic principles in curriculum

improvement programs, (4) developing an efficient means of exchanging ideas and materials within a state and among the several states, and (5) making workshops really function.

The second part of the session was devoted to a discussion of curriculum developments in several of the subject fields. The following organizations were represented: National Council of Teachers of English, Margaret Heaton; American Association of Teachers of Journalism, Robert Desmond; Music Educators' National Conference, C. M. Dennis; American Mathematical Association, Sophia Levy; and Modern Language Association of America, Hubert Heffner. Each representative reported briefly on the work of his organization during the present emergency and suggested ways in which curriculum specialists might aid their respective programs. Mr. Heffner claimed that his organization "distrusts" professional education and is "unimpressed and unconcerned" with the efforts of curriculum groups. His challenge that modern schools are failing to teach the basic skills set off a rather heated discussion which was culminated by Dr. L. T. Hopkins, a member of the audience, when he pointed out that many of today's ills may be traced to a lack of social intelligence. Our overemphasis on literacy in the basic skills has resulted in many instances in social idiocy, he claimed.



NEW YORK CITY'S ACTIVITY PROGRAM EXPERIMENT

By THOMAS C. BARHAM, JR.
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FOR A NUMBER of years a large-scale experiment with an activity program has been under way in New York City. Many preliminary evaluations of the program have been made, and from time to time some have been published. John Loftus, assistant superintendent, in charge of the elementary school curriculum, says¹ that the experiment was "set up in September, 1935, in sixty-nine public schools selected . . . as 'most typical of the community, the teaching staff, and the school buildings.' . . . The experiment was to extend over six years "to make possible a reliable comparison between activity and control groups."

According to Loftus, the experiment did not begin to gain momentum until the fall of 1937. By the beginning of 1940 "some 75,000 pupils and about 2,250 teachers" were working on the new program. Due to the great turnover of pupils "it was agreed at the outset to compromise with the idea of an actually informal curriculum to the extent of seeing that every pupil in the experimental schools would learn everything in the courses of study for which pupils in the other schools were responsible. This made necessary the arbitrary setting aside of at least an hour daily for 'drills and skills' which, however, were to be 'socialized' as far as possible. . . . The sixty-nine schools were a ten per cent sampling of all the elementary schools," and "the average I.Q. in these schools is identical with that of all the elementary schools in the city. The average class registers have been almost identical with the average for the city."

¹Loftus, John J.—"New York City's Large-Scale Experimentation with an Activity Program." *Progressive Education*, February, 1940, pp. 116-124.

The evaluation program in this experiment is based upon the following group of regularly scheduled tests:

1. The McCall, Herring Intelligence Test is "given annually in April to fourth-year pupils as a basis for equalizing 'matched groups' and 'matched pairs.'"
2. The McCall, Herring, Loftus School Practices Questionnaire is "given semi-annually to all classes in April and December to differentiate Activity and Control Schools and Classes." This test was "designed to measure the extent to which a school has the characteristics of democratic activity."
3. The Modern School Achievement Battery, Short Form, is given "annually in all classes in December to indicate the relative abilities of children in the familiar conventional subjects and skills."
4. The McCall, Herring Comprehensive Achievement Test (Laidlaw Brothers) is "given to all classes annually in April to 'measure, by sampling, everything important which a child ought to learn and which he can tell in a brief pencil and paper test.'"
5. The Coded Observations are "conducted continuously by trained observers and summarized and interpreted semiannually by trained statisticians."
6. The Wrightstone Tests of Attitudes, Personality, and Powers (unpublished) are "given annually in April to those pupils in all grades whose behavior is being 'observed' and recorded by trained observers."

In June, 1941, four significant studies on the New York City experiment were published in the *Journal of Experimental Education*. Their significance lies in the fact that they, presumably, represent the most important findings to date resulting from the series of investigations undertaken to determine the value of the *activity program*.

The first report² concerns an investigation "designed as a comparative study of what actually was happening

²Jersild, Arthur T.; Goldman, Bernard; Jersild, Catherine L.; and Loftus, John J.—"Studies of Elementary School Classes in Action." *Journal of Experimental Education*, June, 1941, pp. 295-302.

in the various classes from the time when the children arrived in the morning until they left in the afternoon." Through direct observation a record was compiled of the projects and activities of whole classes or individuals or groups within a class and the time spent in each occupation. The study involved making observations in twenty-four classes ranging from the first through the sixth grade. The projects and activities were classified into twenty-seven categories. They included all subject areas and such additional areas as research and study techniques, health and hygiene, conduct and manners, relaxation, pastime or social activities.

On the basis of total hours of observation, *activity* classes devoted eighty-four per cent of the time to whole class activities against ninety-three per cent for the *control* classes. The five occupations with the greatest amount of subgroup activity in the *activity* classes are art, crafts, reading, English, and arithmetic. The five occupations in which the conventional classes devoted the greatest amount of time in whole class activity were arithmetic, reading, English, spelling, and physical training. Both groups spent about the same total amount of time on arithmetic, reading, English, history, and physical training. Penmanship was given much less attention in the *activity* classes. Arts, crafts, general information, such as time on hobbies, and time in the assembly were notably less in the *control* classes.

The second report⁸ presents data and interpretations derived from the Wrightstone tests. These tests were

designed to measure critical thinking in social studies, current affairs, social beliefs and attitudes, personality adjustment and a battery on the natural sciences, including working skills, explaining facts, applying generalizations and beliefs.

Four tables of data are given. Table I gives the scores for matched pupils tested in June, 1939. Table II presents a comparison between the average scores of activity and non-activity classes on the Wrightstone tests given in June, 1940. Table III gives the results of tests by matched children in June, 1940. Table IV presents the scores on tests administered in January, 1941.

The report states that in Table I "the *activity* children earned somewhat higher average scores on all of the tests, with the exception of one. The differences between the averages are small, however, and none of the differences is statistically reliable." On Table II the authors say, "It can be noted that all comparisons shown in Table II favor the *activity* pupils. In the case of several tests, the differences approach statistical reliability, but in no instance is the critical ratio as high as three." The comparisons on Table III favor the *activity* pupils in all but one. In eight of the twelve comparisons the differences attain statistical reliability, but in none of the comparisons "is there a very large difference between the averages." Table IV shows no decisive superiority for the *activity* group. In this table "a majority of the comparisons likewise favor the *activity* groups, although the differences, in the main, are small and are not statistically reliable."

The report suggests that the slight advantage held by the *activity* pupils

⁸Jersild, Arthur T.; Thorndike, Robert L.; Goldman, Bernard; Wrightstone, J. Wayne; and Loftus, John J.—"A Further Comparison of Pupils in 'Activity' and 'Non-Activity' Schools," Journal of Experimental Education, June, 1941, pp. 303-309.

may be accounted for in terms of the greater amount of time devoted to "critical activities, experimental activities, leadership activities, and self-initiated activities." The control children, however, hold the edge in the scores on the Modern School Achievement Tests. But these results vary and "in the latest comparison, based upon scores of matched children, the differences are relatively small and none of the differences is statistically reliable." This statement is contradicted in the third report to which reference is made later, for the authors state: "The control group obtained a higher initial mean score on the Modern School Achievement test and gained a significantly higher final mean score."

A paragraph is devoted to the tests on personality traits on which data is included in each table. They measure social and emotional adjustments. Interpreting the results the authors say: "It can be noted that in all of the comparisons except one, the *activity* children make a somewhat better showing than the *controls*, although the differences are not substantial and are statistically reliable in only a few of the comparisons."

In the third report⁴ scores and interpretations are given to the School Practices Questionnaire, the Modern School Achievement Test, and the Comprehensive Achievement Test. The authors state that "the data of the semiannual testing programs were used, including all data available for each test at each date. No attempt was made to equate groups on the basis of intelligence, age, or other fac-

tors affecting test scores." Using the method of Analysis of Variance, comparisons were made between "individual pairs of schools for each test and date of administration separately" and between "groups of *activity* and *control* schools in terms of median grade scores for each test at each date of administration."

Two tables summarize the findings. The median scores of *activity* schools are higher than those of the *control* schools on the School Practices Questionnaire on "all but four of thirty-five comparisons." There are "five significant differences in the spring, 1940." The results on the Comprehensive Achievement Test show a slight advantage for the *activity* groups. On the Modern School Achievement Test, the *control* schools had a "slight advantage." Table II revealed that twenty-two out of a possible thirty-four comparisons between means of group medians showed significant differences. The authors without adducing supporting evidence beyond the test results assert that "the general improvement among control schools, in many cases, suggests that 'activity' practices were being adopted gradually by control schools. This tendency resulted in smaller median differences and overlapping of distributions of scores on the School Practices Questionnaire."

Tables III and IV contain time schedules for a total of thirty-eight *activity* and *control* schools on arithmetic, reading, spelling, language, and penmanship for fourth, fifth, and sixth year classes. The time spent on these "formal" subjects varies, but on the whole the *activity* classes devote from seventy per cent to eighty per cent of the time given to them by the *control* classes.

⁴Sells, Paul B.; Loftus, John J.; and Herbert, Louis—"Evaluative Studies of the Activity Program in the New York City Public Schools: A Preliminary Report," *Journal of Experimental Education*, June, 1941, pp. 310-322.

A second study in this report undertook "to achieve some control of the initial status of the groups to be compared" by selecting eighty-eight pairs of pupils "who were matched individually on the following criteria: (a) chronological age, (b) sex, (c) McCall Intelligence Test grade score in Grade 4A, spring, 1937." They were tested on the School Practices Questionnaire, the Modern School Achievement Test and the Comprehensive Achievement Test at "initial and final dates of testing."

The test results showed a "considerable separation" favoring the *activity* group on the School Practices Test. A trend without statistical significance, though favorable to the *activity* pairs, was revealed in the Comprehensive Achievement Test. The results on the Modern School Achievement Test favored the *control* group. The authors state that the "initial difference of .18 grade is roughly equivalent to a higher grade status of two months, but is not statistically significant." The gain made by the *control* group was "roughly equivalent to three months in grade terms" over a period of 2.5 years. The writers, somewhat concerned, state that the gain made by the *control* group "may be due to greater capacity for improvement as a function of greater initial mastery of the material." In the next paragraph the authors lay the ax to this finding of fact, stating, "The data on the Modern School Achievement Test, while indicating significantly greater gains for the *control* group . . . , must be discounted because of the imperfect matching of groups on this test." This they say despite the equation of the pupils in the two groups on age, sex, and McCall Intelligence scores. One can but wonder why equal em-

phasis upon equating in terms of initial scores was not placed on the School Practices Test in which the initial test disclosed "a significant difference . . . between the two groups." The validity of these two tests (and many other similarly matched experiments, also) should stand or fall together, but the authors chose in this instance to cut the roots from under the experiment that resulted favorably for the *control* group and in which the initial inequalities were less pronounced.

The final report⁵ was designed to discover "whether there might be differences in the amount of emotional tension or strain associated with the two educational regimes, as revealed by children's own reports concerning their 'worries'." There were "569 boys and girls in activity classes and 555 in control classes" in the fifth and sixth grades in eight pairs of schools in this study. The inquiry covered a "worries inventory" of twenty-five items, thirteen of which related to school life, while the remainder applied to out-of-school situations.

The conclusions drawn by the authors are that "there were no substantial differences between the worries reported by children in activity and non-activity schools. The results are highly similar, not only when treated from the point of view of the averages of all items, but also when treated from the point of view of individual items." The claim of "highly similar" results on individual items is not supported by the facts. In the case of report cards, for instance, the difference

⁵Jersild, Arthur T.; Goldman, Bernard; and Loftus, John J.—"A Comparative Study of the Worries of Children in Two School Situations." Journal of Experimental Education, June, 1941, pp. 323-326.

between the two groups for the boys and girls shows ten and fourteen per cent more activity children worried. Other differences as high as from seven to ten per cent may be discovered favorable or unfavorable to the activity group.

The authors conclude with the thought that "it appears that the activity program, which has entailed many changes in classroom procedures, including greater freedom for the individual pupils to exercise their interests, has not rendered the pupils less concerned about their progress and competence in schoolwork." This statement raises but does not answer the question of whether the extent of concern about progress and competence is the result of a sense of present or impending failure or a desire to build success upon success. The data as a whole suggest the answer lies along the first alternative. If, however, one of the primary motives behind the *activity* program is to relieve children from harmful emotional disturbances,

there is but little consolation to be found that such a result has been achieved on the evidence of the "Worry Inventory."

As a whole, the four reports in the *Journal of Experimental Education* and the article in *Progressive Education* tell the story of an ambitious experiment which has probably been carried out on too large a scale to be adequately studied. The reports give no clear-cut answers to many subordinate questions nor to the main question bearing on the actual measurable superiority of the activity program in action. Over and over again the results are devoid of "substantial differences" or "statistical significance." The data from one report is too frequently at considerable variance from that of another. There is a tendency to raise objections and obstacles or to rationalize against the reliability of tests and experiments that result in findings unfavorable to the friends of the *activity* program.



THE RELATION OF MUSIC TO SOCIAL STUDIES

By LAWRENCE G. THOMAS
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THE MODERN TREND toward a core curriculum has brought music and the social studies into a new relationship. Instead of remaining merely separate subjects pursued at different times and often in different classrooms, they are now increasingly expected to make reciprocal contributions to each other in the same classroom at the same time. Everybody seems to know the proper role of social studies in the core curriculum, but music teachers are still trying to define the proper role of music in this connection. Some maintain that music should be taught quite independently of other subjects by music experts and for its own sake. Others contend that the coming role of music in the modern curriculum is to serve as a handmaiden of the social studies, giving color, drama, and vividness to social understandings. Still others maintain that any role for music is all right so long as it appeals to all pupils, while others insist that music cannot secure a sure and "respectable" place in the curriculum unless it puts more stress on such matters as formal analysis, professional techniques, and good character traits.

MUSIC AND SOCIAL STUDIES BECOME MORE CLOSELY RELATED

The present curriculum trend indicates that, regardless of argument, music and the social studies are going to become more closely associated. If music teachers do not take the lead in defining this new relationship, then the social studies teachers will—and already have in a number of cases. It is time for music teachers to do two things: first, think through again the nature of the values which are really

intrinsic to music; and second, stop taking for granted the asserted values of the social studies and insist that these values also be thought through again. This article proposes to lay the foundations for that thinking.

The aims of the modern curriculum are usually stated as including economic efficiency, civic responsibility, and effective human relationships. Good, so far, but why develop these traits and skills? The only ultimate answer is to enable people to live an enjoyable, artistic life now and later in our modern, turbulent, changing society. This ultimate aim requires the discovery by each person of the most nearly complete and most lasting satisfactions out of all those available in our present culture, and the achievement as far as possible of the most efficient control over the physical and social conditions which produce and promote these satisfactions. In a word, the ends of education consist of appreciations, valid enjoyments, activities worth pursuing for their own sake, on the one hand, and skills, techniques, social understandings, and efficiency in getting these satisfactions on the other hand. In technical language we call these consummatory values and instrumental values.

In the past we have tended to treat school subjects as if they were either essentially consummatory—i.e., worth while because they were enjoyable for their own sake—or instrumental—i.e., worth while because they made you efficient in achieving something else which was presumably enjoyable for its own sake. And, strangely enough, the most important subjects were considered to be the most instrumental

subjects—like Latin and mathematics and English grammar. Other subjects like painting and singing and playing a horn were viewed as obviously consummatory and as having no instrumental value whatsoever. Consequently, they were frills which could be dropped whenever the school funds were low.

This overemphasis on the importance of those school activities which largely develop skills, efficiency, and understandings has tended to obscure the need for examining what ultimate, consummatory values we are seeking through these skills and understandings. We need to think of a curriculum activity, not merely as a skill or an understanding to be acquired, but chiefly as a consummatory value to be reached and enjoyed through acquiring the pertinent skills and understandings. For example, let us conceive of a curriculum activity, not as "acquiring an understanding of how local taxes are collected and spent," but as "can we afford to make our city safe and beautiful?" This conception of curriculum organization makes the consummatory values really define what are the instrumental values. Thus we are reversing a past trend. The key school activities become those of consummatory value, and from them the other school activities of more instrumental value take their cue.

VALUES OF THE SOCIAL STUDIES

In the light of this analysis, let us briefly re-examine the asserted values, both instrumental and consummatory, of the social studies. The social studies are well known for their instrumental values—their contributions to economic understandings and the skills of citizenship. But out of all

the possible contributions, we should select those which are most necessary to the achievement of enjoyable, artistic living in these times. As one instance, the creation, performance, and appreciation of music is an aspect of enjoyable, artistic living in these times, and we should look to the social studies for knowledge of how to reproduce and control the social conditions essential to the maximum possible enjoyment of music. These conditions might include how to finance the education of special musical talent, how to make expensive musical productions available to more people, how to organize and maintain out-of-school groups for the performance of music, how to get the musicians' union to serve best the musical interests of the public, and so on.

In addition to these instrumental values of the social studies, this area of scholarship also has consummatory values. For instance, many people enjoy understanding and contemplating the way social institutions work. To these people, this understanding is to a large extent enjoyable for its own sake. It satisfies their intellectual curiosity. It is not unusual to find persons who have got over their unfortunate high school experiences with history actually reading history as a deeply-satisfying leisure pursuit. To these consummatory values of the social studies other subjects, including music, can well make instrumental contributions. For example, knowing the music of other nations and of other centuries can greatly enhance the enjoyment many persons find in really understanding their own and other cultures. Music makes the understanding so much more vivid, sharp, and distinctive.

These examples serve to illustrate two general principles. First, that any school subject probably has values which are largely enjoyable for themselves and which depend upon the knowledge offered by other subjects for their preservation and promotion. Second, any school subject probably has values which preserve and promote consummatory interests in other fields and which should be taught only in very close relationship to these consummatory interests, regardless of subject-matter boundaries.

VALUES OF MUSIC

At this point, the several points of view of music teachers can be critically reviewed. If music is taught quite independently of other subjects by music experts and for its own sake, there is danger that a taste for music will be acquired without a corresponding knowledge of the related social, economic, scientific, and ethical factors upon which the continued indulgence of that taste depends and which could and should be provided by other areas of scholarship in the school program. Furthermore, music does not acquire its inherent prestige and importance by stressing such instrumental values as formal analysis, professional techniques, and good character traits. Its universal consummatory values are its mainstay and its abundant justification for a place in the curriculum. Finally, if the function of music were merely to color and dramatize the native dullness of certain social concepts and understandings, there would be danger not only of making music largely an instrumental rather than a consummatory value in the curriculum, but also of choosing to teach certain social understandings, not because they are

enjoyable in themselves to some children or contribute directly to some other social end which is enjoyable for itself, but because they are easily colored or emotionalized by available musical materials. If a teacher decides to teach about the Indians instead of the Eskimos chiefly because she happens to have a tom-tom and know a couple of war chants, she had better ask herself why teach either topic.

As an aid in rethinking the characteristic values of music, let us briefly illustrate some of the ways in which music may properly function in the modern curriculum. On the one hand, music will provide those activities which amateurs, and therefore practically everyone, can pursue and enjoy according to individual tastes. The emphasis here is on a wide enough range of opportunities in music so that everyone can find some activity in which he can succeed with enjoyment. This will require the development of some efficiency in the technique of creating, performing, and listening to music, but only so far as these techniques are actually related to consummatory ends which the child can be led to desire as his own. Thus, for example, sight reading might be a necessary skill, but probably not the ability to define "tempered intonation." This will also require the development of some efficiency in understanding and controlling the social conditions which underlie and contribute to the pursuit of these interests in music. For example, if children learn to enjoy performing in an orchestra, they should also learn the possible ways in which an amateur orchestra might be organized, financed, and equipped when they are outside the benevolence of the free public school. The depend-

ence here on the social studies is obvious.

MUSIC IN THE MODERN CURRICULUM

On the other hand, music in the modern curriculum will clarify and lend emotional color to other essentially non-musical activities, providing these activities are consummatory in themselves or contribute directly to consummatory ends which the children accept as their own. The beauty of a cathedral, for example, is a consummatory value, enjoyable for its own sake, but appropriate music can add much to the quality of the experience. Similarly, a motion picture of the "silent" era was consummatory in its own right, but appropriate music made great contributions to the emotional color of the picture. On the other hand, band music can quicken the dragging feet of marching soldiers, but if these soldiers are marching for an unworthy cause or for false leaders, music becomes an accessory to the crime. It is also well known that music can be used as a vehicle of unscrupulous propaganda, but this is the prostitution of music. Even though the environment of the classroom is much milder than these examples, the ends to which music is asked to contribute should be carefully scrutinized. If those ends are not

largely enjoyable in themselves without music, then music has no business serving those ends.

Here is a job for a new kind of teacher. It is not enough that she be a competent amateur in the performance and appreciation of music with a contagious enthusiasm and a subtle skill in enabling her pupils to have consummatory experiences of their own in this field. She must also know how musical enjoyments depend on historical trends and modern social conditions so that she can see that her pupils draw heavily upon the social studies in learning how to control the conditions which preserve and promote the values they are finding in music. And in addition she must be able to discriminate between consummatory and instrumental values in such other fields as the social studies and make sure that music is contributing to the genuine consummatory values in these fields. Are music teachers able to begin now, quietly but effectively, to make music such a popular, vital, and integrating experience in the school and community, all the while drawing heavily upon the possible contributions to it from other subjects, that it will become acknowledged and accepted as an indispensable part of the modern curriculum?



CURRICULUM STUDY IN BOULDER, COLORADO

By LINDLEY J. STILES

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STAFF MEMBERS of the Boulder public schools, in common with teachers elsewhere who have accepted curriculum revision as a continuous process, are now engaged in an intensive program of curriculum improvement. Under the leadership of Dr. G. Derwood Baker, who accepted the superintendency of schools in June, 1940, Boulder has developed several techniques of cooperative study of curriculum problems which may be of interest to others.

During the last ten years the entire curriculum program in Boulder has undergone numerous changes. In the elementary schools departmentalization and an assortment of activity units have been tried, while in the junior and senior high schools new courses have been added, old courses given new titles, additional curriculum divisions organized and extra-curricular activities expanded in an effort to keep up-to-date in educational theory and practice. These random changes, some of them excellent ones, were for the most part worth-while contributions to existing educational offerings of the school, but when viewed in retrospect they lacked coordination and direction. As a result, in the last two years common agreement has been reached by both teachers and supervisors that more specific direction and continuity should be given to curriculum revision. Those of us in charge of the administration and supervision of the instructional program, having witnessed the dismal failures which have resulted in some schools when teachers have attempted to put into effect curriculum organizations which have been developed and handed down to them

by educational experts, agreed from the first that all curriculum changes should be made by the entire staff after careful study, experimentation, and consultation.

Teachers of the elementary schools, who, under the leadership of a part-time supervisor of elementary education,¹ had already begun to work together closely on problems of instruction, took the lead in organizing themselves for curriculum study. At the beginning of the school year, 1940-41, some of the elementary schools were following the platoon system, others were experimenting with activity programs, and some were following the traditional practice of assigning one teacher to teach the various subjects to a group of pupils. In order to provide unity and coordination for the elementary program teachers from the six schools were organized into grade group committees to work on the problem of determining a suitable sequence of learning experiences for six to twelve-year-old children. The teacher chairmen of these committees met together frequently with the Superintendent of Schools and the Director of Elementary Education to compare progress and exchange ideas. In addition, grade groups met with other committees to iron out conflicts and to insure continuity of sequence.

By the end of the year the activity program was tentatively agreed upon as the basic form of organization for all elementary schools. The teachers decided to develop learning experiences for the first six grades around the

¹Miss Marie Mehl, Instructor of Elementary Education, University of Colorado, has devoted about one-third of her time to supervision in the elementary schools.

following areas of interest: first grade, the home; second grade, the community; third grade, Boulder and Indians who originally lived where the city is now located; fourth grade, the State of Colorado; fifth grade, the westward movement or the story of how the white man originally came to Colorado; and the sixth grade, primitive man, his life, culture, and environment. These areas provide points of departure, but are not the sole curriculum for each grade. They do, however, furnish a common base for experiments in cooperative work.

Perhaps it should be pointed out that not all teachers were in complete agreement with this sequence. However, teachers agreed to give it a trial since it represented a marked improvement over existing unrelated units of study, supplied a degree of uniformity necessary if time-wasting, boresome repetitions and incomplete sequences were to be avoided, and provided a step in the direction of replacing subject-centered lessons with experience units.

Study of this curriculum sequence for the elementary school is continuing throughout the present school term with teachers meeting periodically in grade groups to exchange ideas and experiences and to plan techniques of evaluating pupil experiences. Weaknesses in the program are being discovered and remedies sought. Changes in the sequence may be made as a result of what is being learned by teachers through this program of study. For example, it has been difficult to find enough pupil material on the fourth-grade level about Colorado. At present, fourth grade teachers are undecided as to whether Colorado should be abandoned as a part of the sequence or existing commercial books

should be supplemented with teacher-prepared materials about the colorful history of the state.

So far, teachers have found that the advantages of this sequence far outweigh the disadvantages. Pupils of the third, fifth, and sixth grades have developed so much enthusiasm about their work that they have invited children from other schools to share their experiences. Teachers working on the same units are finding it helpful to confer with one another about activities, bibliographies, craft techniques, and cumulative projects. Another term will find members of the staff much more apt at handling this type of instruction since this year's study is providing teachers of all grade levels with a wealth of information and ideas. The cumulative results of this year's work will be incorporated by each grade committee into source units for future reference.

With the activity program being developed in the elementary school pointing the way toward a type of education more closely related to the needs of boys and girls, secondary school teachers, too, have undertaken an extensive program of curriculum study. Under the leadership of the Superintendent of Schools and a full-time Director of Curriculum and Guidance, junior and senior high school teachers are meeting twice a month to study problems of curriculum organization and recent trends in high school education. Workshop techniques of cooperative study are being followed whenever possible. Teachers are being encouraged to forsake their major fields of interest and to concentrate on the areas of secondary education in which they feel they are inadequately prepared. For example, several teachers are now ex-

amining the wealth of ideas which is to be found in the reports of the schools participating in the eight-year study of the Progressive Education Association; some are studying new methods in subject-matter fields; others are showing interest in patterns of curriculum organization; and a few have started experimenting with new techniques of instruction.

While, as yet, no specific curriculum design has been adopted for the secondary school, teachers have moved in the direction of accepting pupil needs as a controlling concept in curriculum development. This group decision, though a highly desirable one, has presented a serious obstacle to further progress in curriculum improvement. Fitting the pupil to an already established organized body of subject matter is a technique well known to all high school teachers, but adjusting instructional procedures and curriculum patterns to pupil needs is quite a different task. As we have faced the problem of creating learning experiences based upon pupil needs, it has become increasingly apparent that the "needs concept" is only vaguely understood by members of the staff. In order to overcome this deficiency teachers have been encouraged to study all available information on the subject. In addition, we felt that we needed to know a great deal about the characteristics and needs of youth in Boulder. Consequently, a series of three investigations was undertaken for the purpose of providing detailed information about the youth of this community.

The first major investigation of pupil needs, a study of the pupil population of the Boulder Junior and Senior High Schools, was completed in 1941. It provided comprehensive

information about all pupils enrolled in the secondary school during the school year, 1939-40, in the following areas: curriculum choices in high school, relation of curriculum choices of pupils to occupations of parents, intelligence quotients, scholastic achievement, socio-economic status, claimed vocational interests, tested vocational interests, and plans for education after graduation from high school.

Another study now in progress is concerned with the out-of-school activities of the secondary school pupils of Boulder. It is designed to provide factual information with respect to membership in clubs, participation in activities, hobbies, movie attendance and preference, leisure-time reading habits, radio listening habits, favorite radio programs, participation in sports, leadership activities, church attendance and membership, activities enjoyed with parents, summer activities, part-time employment, and the time spent on school homework assignments.

The third study of pupil needs, a survey of alumni who withdrew or graduated from the Boulder High School during the years 1930-40, is being conducted in order to secure a clearer understanding of how successfully our pupils are making their adjustment to life. Information about social and civic participation, marital status, residential status, employment status, further education beyond high school, reading habits, movie attendance, recreational activities, need for guidance, and what former students think of their high school education will be provided by this project.

Through a cooperative plan worked out with the departments of education and psychology of the University of Colorado, teachers of both the elementary and secondary schools may earn

university credit by attending the general curriculum meetings and by working on projects related to their curriculum and instructional problems in the Boulder public schools. Some earn additional units by continuing this study in evening and Saturday morning classes which are taught by members of the university faculty, the Superintendent of Schools, and the Director of Curriculum of the Boulder public schools, with the latter serving as coordinator. In return members of these two departments of the university faculty are contributing their services and advice to teachers through the regular curriculum meetings of the public school staff, through correlated courses they offer at the university, and through individual counseling and consultation. This plan enables teachers to satisfy the Board of Education requirement that they must earn at least eight quarter hours of college credit every four years by studying curriculum problems which are directly related to their work in the Boulder public schools.

Efforts are being made to utilize the contributions which national leaders in secondary education, both those now located in Boulder and elsewhere, can

make to this program of curriculum study. Dr. Harl R. Douglass, Director of the College of Education, University of Colorado, and his entire staff are being called upon regularly for inspiration and guidance. In November, Dr. Harold Albery of Ohio State University spent a week studying with Boulder teachers. Dr. William Wrinkle and Dr. Darell Barnard of Colorado State College of Education and Dr. Prudence Bostwick of the Denver public schools have volunteered their services. It is not anticipated, however, that specialists in the fields of teaching method and curriculum organization will be permitted to design the new curriculum for Boulder. Under our plan of curriculum study and improvement, this task is being delegated to the ones who must eventually assume the major responsibility for the success of adopted innovations—the classroom teachers. Boulder, through its program of curriculum study, hopes to be able to develop a staff of teachers who will not only be able to understand and interpret that process, but will be able to shape it in such a manner that it will best meet the educational needs of this community.



TEACHER GROWTH THROUGH ENVIRONMENTAL STUDY

By WALTER E. SNYDER
Director of Curriculum, Salem, Oregon, Public Schools

ABOUT A YEAR ago the elementary teachers of Salem began a study of the program in elementary social studies. As a result of our work a new program, vastly different in form and content from that previously in use, was developed. The emphasis of the new program for grades one through six was centered upon those things in the immediate environment which the child could study, not only from books, but also through first-hand observation. The industries of his region, the transportation and communication systems of his immediate environment, the geological phenomena of his state, and the way of life of his neighbors were emphasized and became the bases upon which he might form generalizations about the more remote world with which he could become familiar only vicariously.

When it came time to actually begin teaching the new course of study, we became aware of how woefully ignorant we were of the workaday world about us. Here in the Northwest the lumber industry is of chief importance; yet many of our teachers had never seen a logging operation or the interior of a sawmill. High-line logging was entirely foreign to our vocabulary and a chain saw meant nothing to us. More important still, we were woefully ignorant of the means by which government, as well as private industry, was attempting to reclaim forest lands and preserve a part of our heritage for future generations.

The same general lack of knowledge applied to other industries of the region. In like manner we became aware of our own limited knowledge

with respect to the flora and fauna of our region, the geological history of our state and region, the various industrial and commercial resources of the Northwest, and the means by which governmental agencies attempt to regulate these for the general welfare.

For the first time a "felt need" had developed—a need to know intimately and at first hand something of the resources, the development, and the potentialities of the Northwest. As one means of attacking the problem of self-education a plan of field trips was proposed and received enthusiastic support from a sufficient number of teachers to make the effort involved worth while.

The first experience of the year was a field trip into the immediate environment, planned for the express purpose of showing members of the staff the technique of conducting a field trip in the elementary grades. A specialist in science education was brought in who took a group of teachers out on the campus of one of our schools and demonstrated how a successful field trip should be conducted. From this experience teachers became familiar with various types of field trips, the purposes of field trips, and techniques for achieving the purposes of the trip.

In the meantime plans for the year had been completed. A series of four major trips was proposed, two in the fall and two in the spring. The fall trips had to do with our major industry, forestry. Accordingly, we first went to the Peavy Arboretum and nursery near the state college. Our purpose in selecting this as our

opening trip was threefold: first, to help teachers to become more familiar with the various types of natural vegetation of the Northwest; second, to acquaint them with the work of the government in the areas of reforestation and conservation; and third, to help teachers to arrive at a better understanding of the relationship between our forests and our regional growth and development. Immediately upon our return a special bulletin was prepared which was planned to "clinch" certain important outcomes of the first trip.

The third step was a general meeting of *all* elementary teachers, both those who made the trip and those who did not. This meeting, which was held on the Wednesday following the excursion, was devoted to a discussion of forestry in the Northwest. A specialist from the United States Forest Service met with us and spent the hour discussing questions of conservation, reforestation, etc.

Our second trip was to a private lumbering operation, the Snow Peak Logging Company. This trip was planned in order that we might see the most modern types of logging and the changes which have taken place in the industry. Here we saw the gasoline chain saw in operation, high-line and "cat" logging, and the most modern devices for loading and hauling logs. We were conducted through the camp, sampled the cooking at the "cookhouse," and saw the way in which the loggers live, both on the job and during their hours of freedom. Three members of the state forest service accompanied us in the bus and were kept constantly busy, answering questions and explaining the various methods and devices used. Of particular importance was the opportunity to see at first hand, and through the eyes of a forest ranger, the effects of logging upon the region.

On our return trip we inspected a modern plywood plant and saw the latest and most up-to-date processes for manufacturing plywood. Incidentally, it might be mentioned here that our stop at the plywood mill was a mistake. By the time we had satisfied only a small part of our curiosity in regard to logging, it was growing late and many members of the group were tired. The trip to the manufacturing plant should have been reserved for another day. An entire day devoted to it would not have been too much and the group would have profited more from the experience.

As in the case of the former trip, a bulletin was sent to all teachers after our return, summarizing the results of the trip and suggesting certain generalizations which would be of help in our teaching. On the following Wednesday a general meeting was held where a representative of the Weyerhaeuser Timber Company spent an hour in a discussion of the problems of private industry. This rounded out our study of forestry, giving us the viewpoint of both government and private industry.

The two trips to be held in the spring will deal with a different subject—that of our soil in the Northwest. The first will be a trip under the direction of an outstanding geologist, who will take us through nearby areas, pointing out various geological formations. The second will be under the leadership of a representative of the department of soils of the state college.

It is entirely too early for us to arrive at any conclusions as to the influence of these trips upon the teach-

ing of our staff. We can, however, make certain generalizations at this time. First, there can be no question of the interest of those who attended the first two trips. They were genuinely enthusiastic about each of them. One result of these two excursions was a real demand for more such ventures. A wide range of unsolicited suggestions has been made of places to be visited.

A second generalization which we can safely make is that private industry as well as governmental agencies are eager to cooperate in making such excursions successful. From the first tentative plans to the final consummation of each trip, we had the most enthusiastic support and help by all parties concerned.

A third generalization which we can make at this time is that the public in general approves of such expeditions. Numerous businessmen and school patrons expressed a keen interest in these ventures and cordial support for our program.

From our experiences so far we believe that the following suggestions may be helpful to others who are planning similar ventures.

1. Attendance on all such trips should be entirely voluntary. No teacher should feel obliged to go on any trip.

2. Each trip should be carefully planned. If possible the leader should cover the ground personally by car before launching the group.

3. All arrangements should be left to one individual in order to avoid confusion and to see that the time schedule is adhered to within reasonable limits.

4. Each trip should be limited to the exploration of a limited field or era. If the topic to be explored is the effects of erosion on agriculture, the entire time should be devoted to this particular subject.

5. Teachers should be prepared for the trip by being informed of the purpose, the chief activities or points to be observed, and the outcomes desired.

6. Sufficient time should be allowed to permit discussion and questioning while on the trip, but things should not be permitted to drag. It is better that some questions go unanswered rather than that part of the group become bored.

7. Each trip should be followed by a meeting under the leadership of an expert which allows time and opportunity for discussion and questions from the group.

8. Wherever possible, transportation by bus is superior to the use of private cars.

Our enterprise is admittedly in the tryout stage at this time, but all the evidence points to the fact that the effort is worth while. Many of our junior and senior high school teachers have asked to go with us on future trips, and several husbands or wives of teachers plan to attend in the future, indicating that there is a genuine interest in the plan.

To those in positions of leadership who would welcome an opportunity to try something different in the way of teacher in-service improvement, I can heartily commend a program of this nature.

These Articles Are Short and to the Point

ANNUAL MEETING OF EXECUTIVE COMMITTEE

By J. Paul Leonard, Executive
Secretary, Society for Curriculum
Study

THE EXECUTIVE SECRETARY reported on the various committees of the society as follows:

1. The Committee on Foreign Cultures was merged with the Committee of the Department of Supervisors and Directors of Instruction and the National Council of Teachers of English. The groups merged produced a report called *Americans All*, which became the yearbook of the Department of Supervisors and Directors of Instruction for 1942. Mr. C. O. Arndt was chairman of the committee. The committee was to have an expression of thanks and be discharged.

2. The Committee on Secondary Education, Robert Koopman, Chairman, was to be continued until a decision on the status of the present manuscript was received from Mr. Carl Van Ness of D. Appleton-Century Company.

3. The Program Committee, Mr. Curtis E. Warren, Chairman, was to receive a vote of thanks and be discharged.

4. Committee on Regional and State Programs, Frank Parr, Chairman, was to be continued as now constituted.

5. The Committees on Rural Education, Curriculum Laboratories, and Housing were to be continued if the chairmen desired such continuance. If not, the committees will be discharged.

6. Reports of the Auditing Committees for both the Executive Secretary and the Editor of the CURRICULUM JOURNAL were accepted.

7. The Board of Building America was changed to read as follows: Paul R. Hanna, Chairman; Frances Foster, Editor; C. L. Cushman; William S. Gray; Harold C. Hand; Ruth Henderson; Paul C. Reed; J. Cecil Parker, new; Howard Wilson, new, not yet accepted; George Renner, new, not yet accepted; William Featherstone, new, not yet accepted.

8. The committee to assist in the preparation of the Phi Delta Kappa dictionary is to be continued.

9. It was voted to accept the outline of the committee for the report on consumer education, James Men denhall and Henry Harap, cochairmen, and they were urged to move ahead with the preparation of the manuscript as rapidly as possible.

10. The Committee on the Preparation of *An Evaluation of Modern Education*, J. Paul Leonard and Alvin C. Eurich, coeditors, reported that the book would be off the press in about two weeks. The committee was given a vote of thanks and discharged.

11. The Committee on the Distribution of Materials, Louis Shores, chairman, was discharged due to the fact that it was felt that this was not a propitious time to initiate a new venture of this kind.

12. The Nominating Committee was appointed to nominate names for the Executive Committee to succeed Hollis Caswell and Cecil Parker. The

committee was composed of Dale Zeller, chairman; Virgil Smith, and C. O. Arndt.

13. It was proposed that the Committee on Visual Instruction be continued and be urged to move ahead with the preparation of their report as rapidly as possible.

Doctor Caswell reported on a letter he received from Mr. McLaughlin of the Tennessee Valley Authority asking for an exploration of the idea of issuing a report describing the educational activities of cooperative educational groups in agriculture, forestry, rural electrification, etc.: this report to be designed to show how school and non-school agencies had worked together throughout the United States in coordinating the agencies working toward community improvement, Part I to be an analysis of the problems, Part II case studies of such efforts, of which the Tennessee Valley Authority is one, as have been promoted in the United States. Paul Hanna was asked to explore the idea with a view to presenting the proposal for such a report to the Executive Committee.

It was voted to increase the dues of the society from \$2 to \$3, leaving the subscription price to the CURRICULUM JOURNAL at \$2.50.

Mr. Gordon N. Mackenzie, University of Wisconsin, was elected Executive Secretary to succeed J. Paul Leonard, who has held the position for two terms and whose office expired by constitutional provision.

Discussion was held on what the Curriculum Society ought to do in presenting a report on the changes that should be made in education in light of the war situation. Cecil Parker was authorized to present a proposal and to submit a list of names of those who might work on such a

report to the Executive Committee. It is possible that this task might be undertaken by the Department of Supervisors and Directors of Instruction with joint cooperation of the Society for Curriculum Study.

The merger of the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study was defeated at the open business meeting of the Department of Supervisors held in San Francisco on Monday, February 23, by a vote of 53 to 26. The vote by mail indicated an overwhelming desire on the part of the members to consummate the merger. The vote of the Curriculum Society was 242 for and 25 against. In the Department of Supervisors the vote was 534 for and 95 against.

In view of the defeat of the merger, the Executive Committee decided that every effort should be thrown into the continuance of the Curriculum Society for the coming year and the Executive Committee should consider at a later date whether or not the discussion for merging the two organizations at some future date should be voted upon. However, no change should be made in the activity of the organization before February, 1943.

The financial statement, together with the budget for next year, was accepted.



COUNTY TEACHERS' WORKSHOP

By Hellie M. Tierney, Superintendent, and Leonard Grindstaff, General Supervisor, Modoc County, California, Schools

MODOC COUNTY, CALIFORNIA, is predominantly a rural area, and the curriculum program for its schools has greatly benefited from two teachers' workshops. Both were held during the first two weeks of June, and the

programs for both have grown directly out of the work done during the regular school year. All elementary and secondary teachers throughout the county assisted in the completion of community surveys during last school year; therefore, one of the objectives of the workshop program was to make use of the results of these surveys. It was necessary to determine the educational implications of the findings, or to use them in building content materials for the classroom.

Special effort had been made during the school year to improve the teaching of the social studies, which indicated a second objective for the workshop program of 1941. Teachers discussed the techniques of teaching in this field, built resource units in the 1939 workshop, and used them in the classroom the following school year. Since they had learned how to write units of work and had tried for one year to follow them, their major interest was in techniques and procedures of teaching.

Thus, in order to meet the needs of the local teachers the workshop program had to make use of survey results and offer further training in the social studies. With these objectives as guides the following staff members were employed: Dr. Lillian Lamoreaux, Director of Instruction, Santa Barbara Schools; Dr. J. Paul Leonard, Stanford University; George Oliver, State Department of Education, Virginia; Clara Peterson, Arts and Crafts Supervisor, Santa Barbara Schools; Natalie White, University of California, Los Angeles; and Jim Sowder, Junior Forester, Modoc National Forest.

In making plans for the program, the general supervisor held conferences with each member of the staff except

Mr. Oliver. In his case, it was necessary to describe the work done to date and get his suggestions by correspondence. Prior to the opening of the workshop, the staff and members of the curriculum council held a planning period; staff conferences were held each morning during the workshop.

Elementary and secondary teachers have worked together on the county curriculum program from its beginning, and some of the workshop program was for the entire group; however, separate plans were also made for each group. Elementary teachers centered their activities around a demonstration class in the social studies. Students for this class were from the fourth, fifth, and sixth grades and were so chosen as to give a normal range of abilities and interests. The class was taught each morning from 9:00 to 10:30, and teachers who observed held an informal discussion from 10:30 to 12:00 o'clock.

Since the workshop lasted only two weeks, it was impossible to demonstrate the teaching of an entire unit of work; however, type lessons were conducted so as to include the principal phases of a unit. Lessons were taught using the controlled environment, long-time planning with children, working in groups, using visual aids and excursions, using a classroom speaker, and a special art demonstration. All the steps in a unit of work, as they related to the type lessons, were discussed with the teachers.

Each afternoon the elementary teachers built the unit-related materials in reading, arithmetic, science, arts, and crafts to be used in the demonstration class the following day. The unit of work dealt with changes in the life of Modoc County, and results of the surveys were made into

teaching materials. In another period in the afternoon teachers built reading materials for the primary grades. Also there was an arts and crafts workshop in which the teachers actually worked with clay, paints, leather, wood, and metal. This was an excellent illustration of learning by doing.

High school principals and teachers planned each day's program so that members of the workshop staff could work with them on the problems of a particular school. Special committees which had worked on related problems of more than one department of the high school scheduled special conferences with staff members. Also, individual teachers were assisted in making plans for next year's work.

All high school principals and teachers held joint sessions to study the problems of youth in this area, and to formulate a county-wide youth program for the next school year. How to provide work experience for all youth occupied the attention of this group. They studied the work being done in this county by other youth agencies such as the National Youth Administration and the Civilian Conservation Corps, and made plans for further cooperation with these agencies. Also, they outlined work projects to be carried out the next school year in co-operation with the Forestry Service, Farm Extension Service, and the business firms in the towns.

Many of the high school teachers visited the elementary demonstration school and participated in the discussion which followed. Also, they were invited to work in the arts and crafts workshop in the afternoon whenever their own schedules allowed.

Each evening from seven to ten o'clock both elementary and secondary teachers, as well as members of the

general public, worked in a crafts workshop. During this period work was done in pottery, weaving, basketry, and other crafts processes. At the close of the workshop this group exhibited all the articles made during the two weeks. This part of the program encouraged teacher hobbies and gave instruction which will assist teachers in carrying on crafts activities with their students.

It became apparent during the workshop period that general sessions for all teachers should be scheduled. In their discussions of units of work the elementary teachers recognized the need for making plans for the work to be done next year; likewise, the secondary teachers only began their work on the youth program and were interested in making further plans.

Staff members opened the meeting with a panel discussion. This was followed by discussion from the floor. The discussion leader made a written outline of the suggestions offered, and the program for the next year was approved by the total group.

In another general session the group discussed modern trends in education. Mr. Oliver's work on the state curriculum program for Virginia, and his special work during the preceding year in evaluating this program, made him particularly well qualified to lead this discussion. To date there has been no special emphasis in the Modoc County curriculum program on newer trends in evaluation, but there will be in the near future.

Workshop programs cannot be all work, however, and a social program was planned. Each afternoon at four o'clock all work stopped, and the entire group was served tea and cookies. This period became a get-acquainted hour for which informal music pro-

grams provided the background. Immediately after this period each day moving pictures were shown. Some of these were for entertainment only, some were educational films for teachers, and others were for the classroom. During the two weeks teachers previewed about twenty films for use next year, all supplied by the National Forestry Service and by the Extension Division of the University of California. Picnics and steak fries were the high lights of the social program. These were held in the recreational parks of the National Forestry Service located in the Warner Mountains near Alturas.

At the close of the two weeks' period teachers filled out unsigned questionnaires on the values of the workshop program. As evidence of their approval all requested a third workshop to be held in June of 1942. The workshop has definitely become an integral part of Modoc County's curriculum program.



CITIZENS HELP BUILD CONSUMER MATHEMATICS

By Walter A. Wittich
Madison Public Schools

IN THE MADISON, WISCONSIN, public schools course of study evaluation and revision are carried on as a co-operative effort by teachers, principals, and supervisors. Early during the current year a committee of junior high school mathematics teachers, heads of mathematics departments, an administrator, and supervisor met to suggest a means by which they could evaluate and make more meaningful to the junior high school pupil who was not going into college preparatory work the study of arithmetic and mathemat-

ics as he would meet it on graduation from high school.

After conducting a standardized test survey to determine status and after teachers had met to give voice to their thinking on what should be included in the type of work followed by young people who were not headed in the direction of college but rather who would go directly into local industry and distributive mercantile businesses on graduation, it was their suggestion that a survey of Madison union apprentice educational advisers, personnel officers, and businessmen be made in an attempt to determine what mathematics skills are expected of high school graduates whom they hire and will continue to hire. In addition, it was suggested that these men be interviewed for the purpose of evaluating the mathematics training held by persons who entered their employment during recent years.

Interviews were had with representatives of twenty-two of the aforementioned officers of local industry, mercantile establishments, and unions. So as to give uniformity to the interviews, questions were asked concerning what arithmetic and mathematics knowledges and skills people entering into their threshold jobs would have to have in order to carry on satisfactorily the expected work. Questions which designated skills in the areas of addition, subtraction, multiplication, and division of whole numbers and decimals were asked and last the business representative was asked to express himself on the type of mathematics training he thought would best serve the young person who graduated from high school and entered not only into business life, but into the social life of the community.

The following is an item-by-item tabulation of the responses made by the twenty-two business organizations, labor union educational advisers, and personnel managers interviewed (the figure after each item indicates the number of times the item was mentioned as being important):

- Linear measure ($\frac{1}{2}$ ft., $\frac{1}{4}$ ft., $\frac{1}{8}$ ft.): 8.
- Quick and accurate mental addition, subtraction, multiplication, and division, as in making change, making multiple sales of similar items, estimating costs, etc.: 7.
- Linear measure ($\frac{1}{2}$ yd., $\frac{1}{4}$ yd., $\frac{1}{8}$ yd., $\frac{1}{4}$ in.): 7.
- Understanding carrying charges, installment buying, costs of small loans, automobile purchases, etc.: 6.
- Linear measure ($\frac{1}{2}$ in., $\frac{1}{8}$ in., $\frac{1}{16}$ in.): 6.
- Ability to make change up to \$10: 5.
- Ability to compute set markups as ordered by store managers to departments: 5.
- Ability to estimate amounts of materials: paint, wood, sand, concrete, etc., to be used on a job of specified size: 5.
- Ability to keep accurate records of hours worked, materials used, etc.: 5.
- Ability to understand and use measures of liquid and dry quantities such as are involved in the number of servings per gallon of ice cream, etc.: 5.
- Ability to compute unit prices, such as are found in grocery stores: cost of one unit if prices are 3 for 25c, 5 for 29c, 3 for 20c: 4.
- Ability to interpret charts and tables and other pictorial statistics: 4.
- Ability to take inventories in which items are added and subtracted: 3.
- Ability to determine value received in canned goods and package groceries: 3.
- Ability to write numbers legibly: 3.
- Ability to handle square measure in terms of feet and yards: 2.
- Ability to handle cubic measure in terms of feet and yards: 2.
- Ability to interpret blueprints, building plans, landscaping layouts, etc.: 2.

Know the fractional parts of the year and month: 1.

Estimate the reasonableness of a bill, the reasonableness of a meter charge: 1.

Estimate the comparative efficiency of various electrical appliances: 1.

Ability to read meters: 1.

Ability to lay out 30, 60, and 45-degree angles, as in carpentry: 1.

Ability to reduce fractions to common denominators and perform the four fundamental processes: 1.

When the composite of the survey was turned over to the committee for further consideration, it was with the recommendation that it represented one criterion or one viewpoint, but certainly a very valid one. While no textbook could possibly lend itself totally to the need of a specific community, the committee finally decided upon materials which came very close to supplying the type of understandings which the community felt its graduating high school students should possess. At those places where text materials did not offer the understandings asked for, certain interested committee members undertook to supplement the text materials with units of work which they themselves developed. There is no need to mention again the value of conducting such a community survey. In every case, full co-operation was obtained, and it is our feeling that it is with every enthusiasm that lay persons in the community worked with school authorities in trying to arrive at some more valid and useful course of study content.



Reviews of Current Books

BEALE, HOWARD K.—*A History of Freedom of Teaching in American Schools*. Part XVI: Report of the Commission on the Social Studies, American Historical Association. New York: Charles Scribner's Sons. 1941. 343 p.

In this well-documented and admirably-written book Professor Howard K. Beale of the University of North Carolina tells the story and analyzes the conditions underlying the restrictions on the freedom of teaching throughout our entire educational history. This book complements and supplements Professor Beale's earlier volume, *Are American Teachers Free?* which covered the period during and subsequent to the first World War.

In the present volume Professor Beale demonstrates that while the problem of freedom of teaching varied in its religious, nationalistic, and economic manifestations at different periods, the problem of freedom in teaching is essentially the same regardless of the variations. Professor Beale further shows, with a wealth of concrete evidence, how subtle repressions have been of greater importance than explicit, overt ones; and these subtle repressions are clearly analyzed in terms of the objectives of education, the social and professional status of the teacher, the social implications of the curriculum, and the forces—political, social, and economic—that have controlled the schools. Professor Beale concludes that the desire to use the schools to create support for the *status quo* has created a tendency to restrict freedom for teachers. Even more significant is the conclusion that on the

one hand "teachers are usually allowed freedom to impose conventional views upon their classes, they are even expected so to impose orthodox views"; and that on the other hand there have usually been objections to the "expression, without imposition, of unorthodox views or even to a type of teaching that causes children to question orthodox attitudes, even if the teacher does not himself express unconventional views." This study is not only a first-rate contribution to the history of education and to American history generally; it is also one of the best available examples of the way in which a work of thorough scholarship in the historical field can help solve a current problem; in this case a problem crucial to the maintenance not only of the search for truth and the highest professional standards in education, but democracy itself. Professor Beale indeed deserves well of the educational profession and of his country.

MERLE CURTI

Teachers College, Columbia
University



PACE, C. ROBERT—*They Went to College*. Minneapolis, Minnesota: The University of Minnesota Press. 1941. 148 pp. \$2.50.

For those of us who are professional workers in education this is a depressing book, but one that should nevertheless be good for our minds and our souls. It shows in clear relief what manner of human beings young Americans are a few years after they have attended college. The picture is predominantly one of dull mediocrity,

and yet it should be profoundly inspiring to teachers. The unregeneracy of upper middle class folk sets a fundamental problem for public education in our democracy today.

The book contains a great deal of detailed information about a representative group of 951 people, half of whom graduated and half of whom left without graduating from the University of Minnesota during the period since 1924. Through the use of an elaborate and attractive questionnaire (reprinted in the book) and through 172 personal interviews the lives of these young adults were investigated under four headings, as follows: Earning a Living, Home and Family Life, Socio-Civic Affairs, and Personal Life. The investigative procedure was carefully safeguarded to secure reliable results.

While there was some variation in respect to all of the matters investigated, the group as a whole can be characterized with considerable clarity. These men and women are carrying on activities in their vocations, for which they received no preparation while in the university. They seek security and advancement in their jobs, but have little concern for social developments in the community that might contribute to those ends. They are preponderantly conservative as well as inconsistent in their attitudes toward social problems, not realizing the interrelatedness of events, forces, and conditions in the world today. While they say they care about governmental policies, they do nothing as citizens to influence such policies through specific community agencies. They say they want reliable information about current events, but they read biased magazines. They are self-centered and

complacent about fundamental values in life. The women do most of the work in the home and carry most of its responsibility. Their family incomes, while higher than the average, are low enough to require careful budgeting, but they spend inefficiently. Perhaps most unhappily of all, they don't care much about keeping up to date and utilizing opportunities to improve their own powers and abilities to live good lives.

The faculty of the General College of the University of Minnesota, under whose general supervision the investigation was carried out, have studied the findings and reported their own broad interpretations with respect to the meaning of the facts for the program of general education. They see how a citizenry like the one they have described may easily be susceptible to totalitarian ideas. They see the imperative need for general education to bring young people to know democracy in the concrete experiences of daily living. They accept the implied challenge to the institution professing to impart liberal education.

If one were to suppose that the method of sociological analysis embodied in this book were thought to be the sole basis for curriculum construction in the field of general education at the University of Minnesota or elsewhere, he might have cause for apprehension. But such a supposition is hardly justified, and consequently, this book may well become a primer for college professors and for all others who now struggle with the task of the education of youth in a world of turmoil.

DONALD P. COTTRELL
Columbia University

APPY, NELLIE, Chairman—*Pupils Are People.* A Report of the Committee on Individual Differences of the National Council of Teachers of English. New York: D. Appleton-Century Company. 1941. 304 p. \$2.25.

Pupils Are People conforms to the high standards of the publications of committees of the National Council of Teachers of English, even though the cover, title page, contents, and index differ in format from that used in other council publications. This volume, like the others, is the culmination of a thoroughgoing study by a competent committee.

The chairman, Miss Nellie Appy, states that "provision for individual differences in American schools is neither very new nor very difficult." Yet, in the opinion of this reviewer, the committee has managed to present a fresh attack and a refreshing solution of the recurrent problems met by a teacher who attempts to individualize her teaching in order to personalize learning.

The twenty-six chapters in this monograph are grouped into four parts: I, The Meaning of Individual Differences for English; II, Recognizing Individual Differences in the English Class; III, Providing for Individual Differences in English Through Reading; and IV, Providing for Individual Differences in English Through Writing. The sincerity with which the committee views individual differences is evident in the range of treatment in the separate chapters. Each chapter is written by a qualified person (or persons) whose style and experiences give individuality to the chapter.

From this variety, it is possible to promise that every kind of teacher

of English will find something congenial in the volume. A teacher, for example, who has become mental hygiene-conscious will be attracted by the story of informal, social contacts with students "after four o'clock." The suggestions for individualizing writing will be welcomed by a teacher who has seen the possibilities in creative writing as a means of discovering pupil needs and cultivating pupil capacities. If "free reading" has been a teacher's corrective procedure to eliminate literary boredom, she will be comforted by the evidence that such a program had each individual pupil reading according to his emotional and intellectual maturity. For the teacher who has become afraid of venturing too far from traditional patterns of class organization and methods of instruction, there are concrete examples of how to increase effectiveness within the English class period.

Though provision for individual differences is inherent in the democratic way of life, there are teachers who are asking how, under the stress and strain of the war effort with its extra duties, can they stand the wear of individualizing instruction. To these sincere questioners, this volume answers with evidence from teachers and pupils that a teacher's day becomes more interesting, not more fatiguing, when she discovers that pupils are people.

ANGELA M. BROENING
Baltimore Public Schools



FOLSOM, JOSEPH K.—*Youth, Family, and Education.* Washington, D. C.: American Council on Education. 1941. 298 p. \$1.75.

An important contribution to the literature on education for family liv-

ing is made through this publication. Although the title leads one to expect a publication giving special emphasis to the education of youth, actually the problems considered and the present-day practices reported in Part II deal with education beginning in the home, continuing through the nursery school and elementary school, the high school and college and into adult life.

Part I gives an excellent setting for the reports of present-day practice by considering the changing objectives of education, the modern problems of family living and the opportunity for education to improve family life. The more recently recognized objectives of education relate to life itself apart from an occupation, and as such necessarily involve emphasis on family living as an important part of the life of almost every individual. Education that will "make life more worth living for its own sake" is an obligation and opportunity for the schools.

The author has drawn heavily on a wide variety of source materials and brought these together in a very usable form. Under modern social changes affecting the family, data are presented showing the effects of differences in size and composition of the family, in economic functions and patterns, in mobility, the increasing instability of the family unit, and the widening variety of individual family patterns. These have raised or intensified problems of economic insecurity and illness, of mate selection and courtship, of family discord and disorganization. A higher standard of child care exists and time saved by labor-saving equipment is frequently used in caring for children. New knowledge in many areas of homemaking is available, but

conflicts in viewpoints complicate the job of getting accurate information.

The family, the mirror and cradle of civilization, would be expected to reflect the confusion and conflicts in our culture. But herein, the author says, lies the opportunity of education —to develop ideals, abilities, and understandings that will make family life more worth living. Such essential functions of the family as the reproduction of the race, the care and training of children, and the provision of such fundamental sources of mental health as personal security, enduring affection and healthful sex life have gained intensity and importance. Other functions of economic consumption, shelter, recreation, and education are thought to be gaining in importance. Youth and adults are seeking help in carrying on these functions effectively, and it is the responsibility of education to help the individual evaluate experience and information, and develop his own set of values so as to build "family life uniquely, but with inner consistency." Unsatisfactory family life is associated with poor physical health, venereal disease, abortion, illegitimacy, divorce, mental and nervous disorders, delinquency and crime, and other forms of stunted growth and social disorder. These in themselves contribute to unsatisfactory family life. Though family life education can help to remedy these ills, which are a burden on all communities, "it is also supremely worth cultivating for its own positive values."

Opportunities for cooperation between the school and the home at each level are discussed and illustrated. Furthermore in the origins and development of family life education and in present-day practices, the possibili-

ties of education through informal study groups, through clinics, case work and counseling of social, welfare and health agencies and the church, through clubs for youth and adults, through the printed word, the motion picture and radio are all considered. Illustrations are given of effective educational programs in the elementary school, the secondary school, and the college. Recommendations are made for the strengthening of programs for all age levels and for the coordination of efforts of national, state, and local groups.

No specific patterns of education are recommended. Many procedures followed by different schools, colleges, and social groups are described. One great handicap is the conservatism of those who have not yet accepted a functional concept of education. Youth have too frequently had to beg for help in this area. Men as well as women need it. Youth and age studying together questions on which neither, in this rapidly changing world, has the answer will contribute greatly to the improvement of society. Thus they come to understand and accept differences and work out problems together. A new religion, the author says, is needed in order to "uphold in people that positive faith in human life which will lead them adequately to perpetuate it in the face of the competing pressures for those forms of 'success' and adventure which must die with the individual who experiences them." Education as a creative function in modern democracy can improve family life and thereby improve society.

BEULAH I. COON

United States Office of Education

COOK, WALTER W.—*Grouping and Promotion in the Elementary Schools*. Series on Individualization of Instruction No. 2. Minneapolis: University of Minnesota Press. 1941. 65 p. Paper covers. \$1.00.

This recent pamphlet is a clear-cut refutation of the four basic arguments most frequently used to justify the grouping and promotion of children on the basis of educational achievement. According to these premises, ability grouping and policies of non-promotion: (1) reduce the range of achievement with which the upper grade teacher has to deal; (2) raise the achievement standards of the school; (3) enable slow pupils to gain more educationally than if they were promoted regularly; and (4) assist children to gain confidence in themselves and in their ability to succeed because they are classified with pupils closer to their own level of achievement.

This is no new problem in education. Countless pages have already been devoted to it. However, readers of this pamphlet will find the author's approach unique as well as significant. In the opening chapter we become acquainted with ten boys and girls, all pupils in Central School, but with abilities, backgrounds, and interests so varied that the reader immediately pictures the dilemma of Miss Lena Mathews, their teacher, in the sixth grade. Yet the author assures us these differences are only the usual ones found in all classrooms. Thus, by means of case studies, by graphs of the entire class, and by research work of many other students the author systematically and convincingly destroys each of the four premises.

While many of his emphases are familiar, several are significantly more original:

1. The slow-learning pupil who failed one, two, three, or four times does not become an average achiever in the repeated grade. He is still at the bottom of the class. With regular promotions he would at least have had the satisfaction of being outdistanced by pupils his own age rather than by his chronological and physical inferiors.

2. The literature on effects of non-promotion on the personality of the child deals too largely with the result at the end of the year and not enough with the result of daily failure in schoolwork.

3. Effective teaching increases the variability of a class. Unlimited goals are set in terms of what each pupil can do. "When limited goals are set, both the slow-learning and fast-learning pupils are maladjusted educationally."

By now it is evident that the reviewer is impressed by Cook's refutation of the old premises. Perhaps it is precisely because the refutation is so effective that one expects the positive approach to be developed with equal thoroughness. But, in contrast, one is disappointed by the meagerness of the positive suggestions given by the author for grouping and promotion of pupils. The most interesting suggestions appear in the opening chapters where the teacher's tentative plans for each of the ten children are outlined.

More generalized suggestions include: provision of materials of differentiated interest appeal and degree of difficulty; a teaching load of approximately thirty pupils; individual child progress folders; child purposing; broadening of the elementary school curriculum; and division of pupils

within a class for specific purposes of instruction.

The author believes that the best bases for elementary school grouping and promotion are chronological age, physical development, and social maturity. No advice is given as to how this can be done most effectively. Thus, it is hoped that this author will devote a second pamphlet entirely to the positive aspect of this very important problem.

VIOLA THEMAN
East Orange, New Jersey, Public Schools



MACOMBER, FREEMAN GLENN —
Guiding Child Development in the Elementary School. Cincinnati: American Book Company, 1941. 335 p. \$2.50.

The purpose of this book as stated by the author is twofold. First, it aims "to present the teaching and learning processes in a manner understandable to prospective teachers of elementary schools and junior high schools." Second, it endeavors "to give to experienced teachers a better understanding of newer practices in elementary school teaching." The author describes in detail the procedures employed by two fifth grade teachers as he visits each for a day. One of these is a so-called "traditional" teacher, using the subject-matter approach; the other a teacher with a more progressive approach to the work of the classroom. The philosophy of each teacher is examined in terms of classroom activities and procedures, thus emphasizing the fundamental differences of opinion as to the nature of the learning process and the purposes of the school.

Two "experience" units are described in detail. These accounts outline the development of the unit, give outcomes, and "justify" the activities. Bibliographies and lists of materials used add to the value of the unit for teachers using the book.

The discussion on selecting and planning a unit of work brings in the need for teacher understanding and experiencing as a basis for thinking through a unit before making plans for its development in the classroom. One could wish that more attention had been directed to the part the pupils can play in planning. It is implied in the unit reports, but the inexperienced teacher may have difficulty in determining just how to "guide" the children in developing her pre-plan and how teacher-pupil planning may grow out of such planned in-advance units.

Consideration is given to guiding such activities as field trips, construction, research (investigation), reporting, discussion, creative and appreciative activities. This section is particularly suggestive and helpful to teachers wishing to use these procedures to enrich classroom work. Accepting as the purpose of the school "the development of individuals capable of effective participation in our society with benefit to both the individual and the social order," the author discusses the type of curriculum that will help realize this purpose. The core curriculum, and its organization, the experience curriculum within conventional subject areas, and science experiences are examined as they contribute to a realization of the objectives of the school.

The point of view of guiding the individual in developing ability in the three R's is emphasized with pointed

discussion of the relative values of cursive and manuscript writing, the case for spelling in the grades, the implications of interest and readiness for instruction in the three R's. The author calls attention to the need for curriculum research in this phase of the school program because we have "little scientifically determined evidence to indicate when children have matured socially and mentally to a level where guidance in the development of various concepts and abilities may be effective."

A phase of the curriculum where guidance may be most effective in the hands of an understanding teacher is that of creative expression. The author presents in clean-cut fashion the nature of creative expression and factors essential to its development. Suggestive creative and appreciative experiences will prove helpful.

Turning from the teacher as a guide in curriculum development, the author considers the problem of pupil control as a major function of teacher guidance. Wholesome classroom and school living produces the best type of pupil control when it comes as the result of *pupil purposing* and is not imposed from above, he states. More definite suggestions as to the manner in which the pupil might share in planning and in assuming the responsibility for carrying out such plans would be helpful to all teachers who are striving to employ democratic practices in school and class activities.

Teachers will be interested in the point of view about the suggested means for reporting pupil progress and promotion, grouping, and retardation. The author advocates eliminating the practice of promoting and failing pupils on the basis of grade standards,

substituting social-age grouping instead.

As a part of the evaluation program teachers are reminded that observational records are needed to record child growth along lines where no tests are available. Types of cumulative records are given, with suggestions as to the use that should be made of such information.

After considering the teacher as guide in the developing curriculum, the author looks at *guidance* as the major concern of every teacher, elementary and high school. Guidance should not be conceived of as vocational, and for the secondary school only, but should be broadened "to include the whole scope of human activities and become synonymous with the teaching process itself." At

the same time, the discussion of guidance in the elementary field is broken up into areas of health, recreational, social, educational, and vocational guidance.

It is interesting to note that emphasis is placed upon staff cooperation in planning the curriculum—school-wide, often city-wide, planning. Might not equal importance be given to cooperative study of children and their development as the basis for understanding and guidance?

The book as a whole will be found very useful to curriculum workers, to supervisors, to students and teachers concerned with finding more effective ways of working with children.

MILDRED ENGLISH
Georgia State College for Women



New Publications

BOOKS

HENRY, NELSON B.—*Philosophies of Education*. Part I of the Forty-First Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company. 1942. 321 p. \$3.00.

McCONNELL, T. R., Chairman—*The Psychology of Learning*. Part II of the Forty-First Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company. 1942. 502 p. \$3.25.

MCDONALD, GERALD D.—*Educational Motion Pictures and Libraries*. Chicago, Illinois: American Library Association. 1942. 183 p. \$2.75.

PAMPHLETS

CHAMBERS, M. M.—*Looking Ahead with Youth*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1942. 30 p. Paper covers. 25 cents.

CLARK, JOHN M.—*How to Check Inflation*. Public Affairs Pamphlet No. 64. Chicago, Illinois: Silver Burdett Company. 1942. 32 p. Paper covers. 10 cents.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS—*How to Know and How to Use Your Community*. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N. W. 1942. 90 p. Paper covers. 75 cents.

DIVISION OF TESTS AND MEASUREMENTS, BUREAU OF REFERENCE, RESEARCH, AND STATISTICS—*Appraisal of Growth in Reading*. Educational Research Bulletin No. 2. New York: Board of Education. 1941. 42 p. Paper covers. 35 cents.

EDUCATIONAL POLICIES COMMISSION—*A War Policy for American Schools*. Washington, D. C.: Educational Policies Commission, 1201 Sixteenth Street, N. W. 1942. 47 p. Paper covers. 10 cents.

ELLIOTT, GRACE LOUCKS—*The Family—Covenant with Posterity*. New York: Council for Social Action, 289 Fourth Avenue. 1942. 52 p. Paper covers. 15 cents.

FARM CREDIT ADMINISTRATION—*Publications on Agricultural Cooperation*. Circular A-23. Washington, D. C.: Farm Credit Administration, United States Department of Agriculture. 1941. 30 p. Paper covers. Free.

FLORIDA, UNIVERSITY OF—*Materials for the Classroom. A List of Selected Pamphlets, Bulletins, etc., Free and Inexpensive, Usable in the Classroom, and Easily Obtained*.

Gainesville, Florida: Curriculum Laboratory, College of Education, University of Florida. 1942. 88 p. Mimeoed. 50 cents.

FRAZIER, BENJAMIN W.—*Education of Teachers*. Selected Bibliography, October 1, 1935, to January 1, 1941. United States Office of Education Bulletin 1941, Number 2. Washington, D. C.: Superintendent of Documents, 1941. 60 p. Paper covers. 10 cents.

FULLER, GRACE HADLEY—*A List of Bibliographies on Questions Relating to National Defense*. Washington, D. C.: Division of Bibliography, Library of Congress. 1941. 21 p. Mimeoed. Free.

GLOSS, G. M.—*Physical Ability Test (Males)*. New York: New York University Bookstore, 18 Washington Place. 1942. 4 p. Paper covers. 10 cents.

HARSCH, JOSEPH C.—*Germany at War*. Headline Books No. 33. Chicago, Illinois: Silver Burdett Company. 1942. 96 p. Paper covers. 25 cents.

The Heart of the School. School Betterment Studies Volume 3, Number 3. Pittsburgh, Pennsylvania: Henry C. Frick Educational Commission, Union Trust Building. 1942. 96 p. Paper covers. Free.

HEISE, BRYAN—*Effects of Instruction in Cooperation on the Attitudes and Conduct of Children*. University of Michigan Monographs in Education No. 2. Ann Arbor, Michigan: University of Michigan Press. 1942. 98 p. Paper covers. \$1.00.

MACKINTOSH, HELEN K.—*Supervision of Elementary Education as a Function of State Departments of Education*. United States Office of Education Bulletin, 1940, Number 6. Washington, D. C.: Superintendent of Documents. 1941. 86 p. Paper covers. 15 cents.

MOFFETT, CAROL WILLIS—*More for Your Money*. Public Affairs Pamphlet No. 63. Chicago, Illinois: Silver Burdett Company. 1942. 32 p. Paper covers. 10 cents.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS—*Secondary Education in Wartime*. Washington, D. C.: National Association of Secondary School Principals, 1201 Sixteenth Street, N. W. February, 1942. 120 p. Paper covers. \$1.00.

NOURSE, EDWIN G.—*Free Enterprise and Laissez Faire*. Washington, D. C.: The Brookings Institution. 1942. 26 p. Paper covers. 25 cents.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF INDUSTRIAL EDUCATION AND SUN SHIPBUILDING AND DRY DOCK COMPANY—*Shipfitting Practice*. Bul-

- letin 345. Chester, Pennsylvania: John Spencer, Inc. 1941. 254 p. Paper covers. 80 cents plus 3 cents postage.
- QUARRIE CORPORATION—Education Today—A Social Priority for the Nation.** Clip Sheet for Writers and Speakers. Chicago, Illinois: The Quarrie Corporation, 35 East Wacker Drive. 1942. 10 p. Paper covers. Single copies free; 20 for \$1.00; 100 for \$4.00.
- Reading Instruction in Secondary Schools.** Research Bulletin, January, 1942. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 48 p. Paper covers. 25 cents.
- SMITH, DORA V., Chairman—Basic Aims for English Instruction.** Pamphlet No. 3. Chicago, Illinois: National Council of Teachers of English, 211 West Sixty-Eighth Street. 1942. 16 p. Paper covers. 10 cents.
- The Status and Future of Consumer Education.** Monograph 51. Cincinnati, Ohio: South-Western Publishing Company. 1941. 37 p. Paper covers. Free.
- Training for Civilian Defense.** Baltimore Bulletin of Education, Volume 19, Number 3, February-March, 1942. Baltimore, Maryland: Bureau of Measurement, Statistics, and Research, 3 East Twenty-Fifth Street. 60 p. Paper covers. Free.
- UNITED STATES OFFICE OF EDUCATION—ABC's of Housecleaning.** Miscellaneous Publication 2714-1. Washington, D. C.: United States Office of Education. 1941. 88 p. Paper covers. Free.
- UNITED STATES OFFICE OF EDUCATION, SCHOOL AND COLLEGE CIVILIAN MORALE SERVICE—What the War Means to Us. A Teaching Guide.** Columbus, Ohio: American Education Press. 1942. 30 p. Paper covers. Free.

CURRICULUM BULLETINS

ALABAMA STATE DEPARTMENT OF EDUCATION—Program of Studies and Guide to the Curriculum for Secondary Schools. Bulletin No. 9. Montgomery, Alabama: State Department of Education. 1942. 270 p. Paper covers. 50 cents.

FRESNO PUBLIC SCHOOLS—Tentative Elementary Program for the Area of Fine Arts and Music. Kindergarten—Grade 6. Fresno, California: Public Schools. 1941. 157 p. Mimeographed. \$2.00.

LOS ANGELES COUNTY SCHOOLS—Defense Digest—Cavalry on Wheels. Los Angeles, California: County Schools. 240 South Broadway. 1941. 77 p. Mimeographed. 10 cents.

SCHOOL BOOKS

ANTOVILLE, HENRIETTA D., AND TRUE, CATHERINE M.—Practical Mathematics. New York: Noble and Noble, 100 Fifth Avenue. 1942. \$1.04 each. Book I, 337 p.; Book II, 342 p.; Book III, 336 p.

